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CATHOLIC SCHOOL *Journal*

In This Issue:

**The Harvest is Great,
the Laborers are Few**

Rev. Paul P. Avallone, S.D.B., S.T.L.

**Suggestions for Studying
Vocations**

Xaverian Brothers

The N.C.E.A. Returns to Chicago

Rt. Rev. Msgr. Daniel F. Cunningham

Rev. David C. Fullmer

**How Can We Teach Spelling
More Efficiently?**

Sister M. Catherine, S.S.N.D.

**This Is the Annual
Vocation Number**





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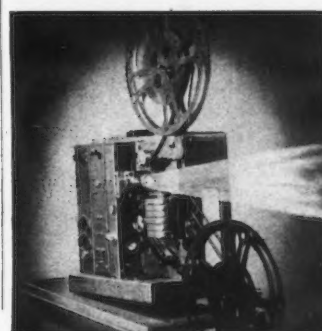


◀ Make your own sound track

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THE CATHOLIC SCHOOL *Journal*

Volume 54

Number 3

March, 1954

Vocation Month

This is the annual Vocation Number of the CATHOLIC SCHOOL JOURNAL. Father Avallone, S.D.B., in the first article, "The Harvest Is Great, the Laborers Are Few," sounds the keynote for your activities to stimulate study and prayer that each of your students will find the work which God wishes him to do. The "Suggestions for Studying Vocations" by the Xaverian Brothers are especially helpful. And there are five Activities ready-made for a vocation program.

N.C.E.A. Convention

In preparation for your attendance at the big Easter Week meeting of the N.C.E.A., Msgr. Cunningham gives you some interesting history of Catholic education in Chicago and suggests some of the things you will want to see in Chicago. The April issue will tell you more about the convention.

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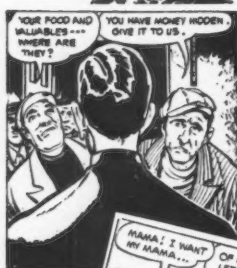
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THE WORLD IS HIS PARISH is the action-packed story of "the parish priest in the Vatican," told in colorful "comic" form by Mary Fabyan Windeatt. A vivid, accurate account of the life of one of the greatest men of this century, THE WORLD IS HIS PARISH effectively dramatizes the role of this heroic figure who stands as a spiritual bulwark in a world he has seen literally in flames. Here is a story young and old will read with profit.

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Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D. *

SOCIETY FOR VISUAL EDUCATION, INC. 1345 West Diversey Parkway Chicago 14, Ill.

We have previewed the following filmstrips issued by the Society for Visual Education and find them of the same fine quality as those in the entire series. The title of the series is: *Graded Word Speed-i-o-Strip Series*. Individual titles are: Intermediate Graded Word Phrases—Level G for Fifth and Sixth Grade, 2 filmstrips, 59 frames each; Level H for Sixth Grade, 8 filmstrips, 59 frames each; Level I for Sixth Grade, 8 filmstrips, 59 frames each.

Content: These filmstrips mark the completion of the *Speed-i-o-Strip Series* consisting of 57 filmstrips, each strip including two sets of 25 graded word phrases. See page 17 in the S.V.E. Educational Catalog for the complete listing of this series. The following basis of research was employed to insure the use of scientifically selected material:

1. The words used in the filmstrips were chosen from a study made on the word count in basic school readers put out by the following publishing companies: Ginn & Co.; Houghton Mifflin Co.; Row, Peterson & Co.; Scott, Foresman & Co.; Silver Burdett Co.; Macmillan Co.; Winston Co.; and the American Book Co.

2. The words in these readers were alphabetized and listed under the grade level at which they were introduced.

3. The Gates, Dolch, and Thorndike word lists were checked against the words.

4. The frequency of use and the usage were considered in preparing phrases.

5. The reactions of 5000 children to these phrases were recorded and revisions made before the final draft for classroom use was completed. The very fine Teacher's Manual which accompanies these filmstrips contains many worth-while suggested procedures for presenting these phrases and testing the pupil's retention of same. The complete series includes filmstrips graded from one through six.

Utilization: These filmstrips were produced especially for tachistoscopic training but may also be used very effectively without the tachistoscope. These filmstrips are carefully designed to: (1) increase eye span, (2) develop recognition of words in context, (3) increase speed and comprehension in reading, (4) make vocabulary meaningful, (5) teach correct spelling, (6) act as a remedial teach-

ing aid for the elementary, junior, and senior high school student by helping to overcome such faulty habits as: lip movement, inner vocalization, pointing, and word calling, and (7) create interest by providing a new approach to reading success.

THE QUEEN'S WORK 3115 South Grand Boulevard St. Louis 18, Mo.

The story behind the Mass is the theme of a new motion picture released this month by The Queen's Work. Entitled *The Mass Is a Sacrifice*, the new film was produced to give both Catholics and non-Catholics a better understanding of the only form of worship existent in the world today known to have been established by God.

In announcing the release of the film, the producers stated: "For some time we have recognized the need for a motion picture telling the hidden story of the Mass. *The Mass Is a Sacrifice* was designed to tell this story, showing clearly the relationship of the Mass to the sacrifice of Calvary and the sacrifices of the Old Testament, proving that the oblation taking place daily in every Catholic Church in the world is the end link in a chain of sacrifices connecting the Roman Catholic practice with the Sacrifice on the cross and those of the Old Testament."

Produced in 16mm. color film, *The Mass Is a Sacrifice* presents in its entirety the Mass of Trinity Sunday, with comments on the prayers and actions of the sacrificial ceremonies. Paintings depicting scenes from the Old Testament and the life of Christ are woven into the presentation to point up the connection between the Sacrifice of the Mass and those of Calvary and the Old Testament.

The Mass Is a Sacrifice was photographed at the Cenacle Retreat House for Women near St. Louis. Music for the half-hour film was recorded by the senior choir of St. Malachy's Church, St. Louis. Rev. Francis J. Curran, S.J., was celebrant of the Mass; John W. Padberg, S.J., former speech instructor at St. Louis University High School, was the narrator.

CATECHETICAL GUILD 147 East Fifth Street St. Paul 1, Minn.

First Book filmstrips are based on the best-selling *First Books for Little Catholics*, now used by nearly every preschool and primary-level teacher in Catholic schools for the supplementary religion instruction of her

small students. Teachers will welcome these first doctrinal teaching filmstrips specifically designed for the very young Catholic.

In full color, designed for 35mm., single frame projection, *First Book* strips are *impri-matured*; graded for preschool through third-grade comprehension; *Co-ordinated* to standard religion courses of study for the first three grades in all Catholic schools.

First Books have been hailed by educators and hierarchy as the finest supplementary religion teaching aids yet produced on the lower grade levels.

McGRAW-HILL BOOK CO. Text-Film Department 330 West 42nd St. New York 36, N. Y.

Seven films from the New York Zoological Society are available. Each film runs for ten minutes and may be obtained in black and white or color.

FOR ELEMENTARY SCHOOLS:

Andy's Animal Alphabet

This film takes Andy, the Zoo's small orangutan, on a guided tour through the Bronx Zoo, pointing out a series of animals, some familiar some strange, whose names begin with the letters of the alphabet. A fine film for acquainting children in primary grades with the world of animals.

Younger Generation

Also photographed in the Bronx Zoo, this film concentrates on the babies and the very young in the Zoo. Feeding habits, care of the young, and antics of the growing animals are shown.

Stars In Stripes

This film shows how two baby Bengal tigers were raised from infancy in the home of one of the zoo keepers. These cubs required a "nursery," frequent bottle-keeping, cuddling, and playing with, much like human babies. When half-grown, they were transferred to the Bronx Zoo, where they soon developed into powerful, full-grown tigers.

FOR JUNIOR, SENIOR HIGH SCHOOLS, COLLEGE, ADULT LEVELS:

World of Water

Introduces a number of tropical fish—outstanding for their oddity, beauty, or their spectacular quality—in the aquarium of the

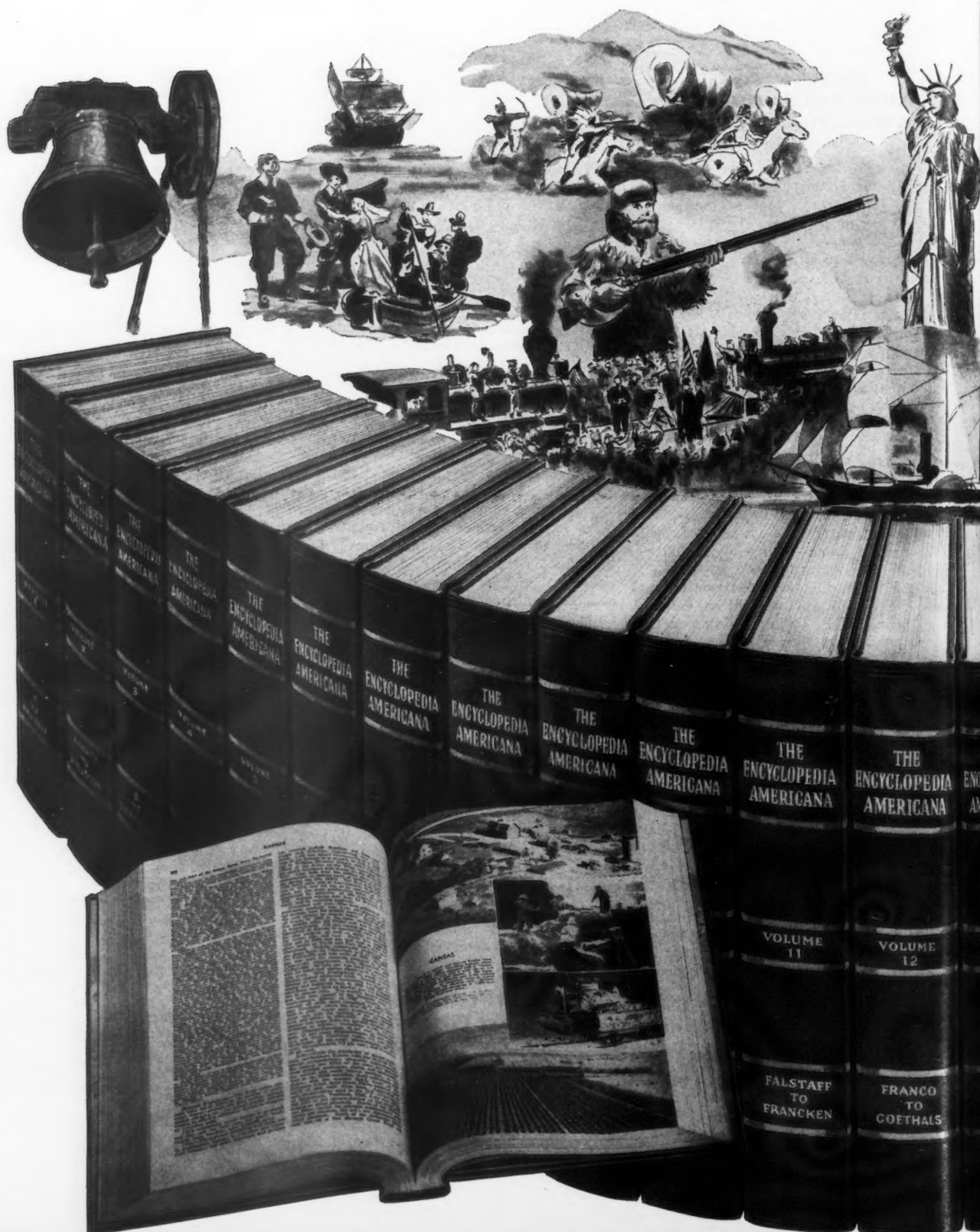
(Continued on page 8A)

*Editorial Consultant for Audio-Visual Aids.

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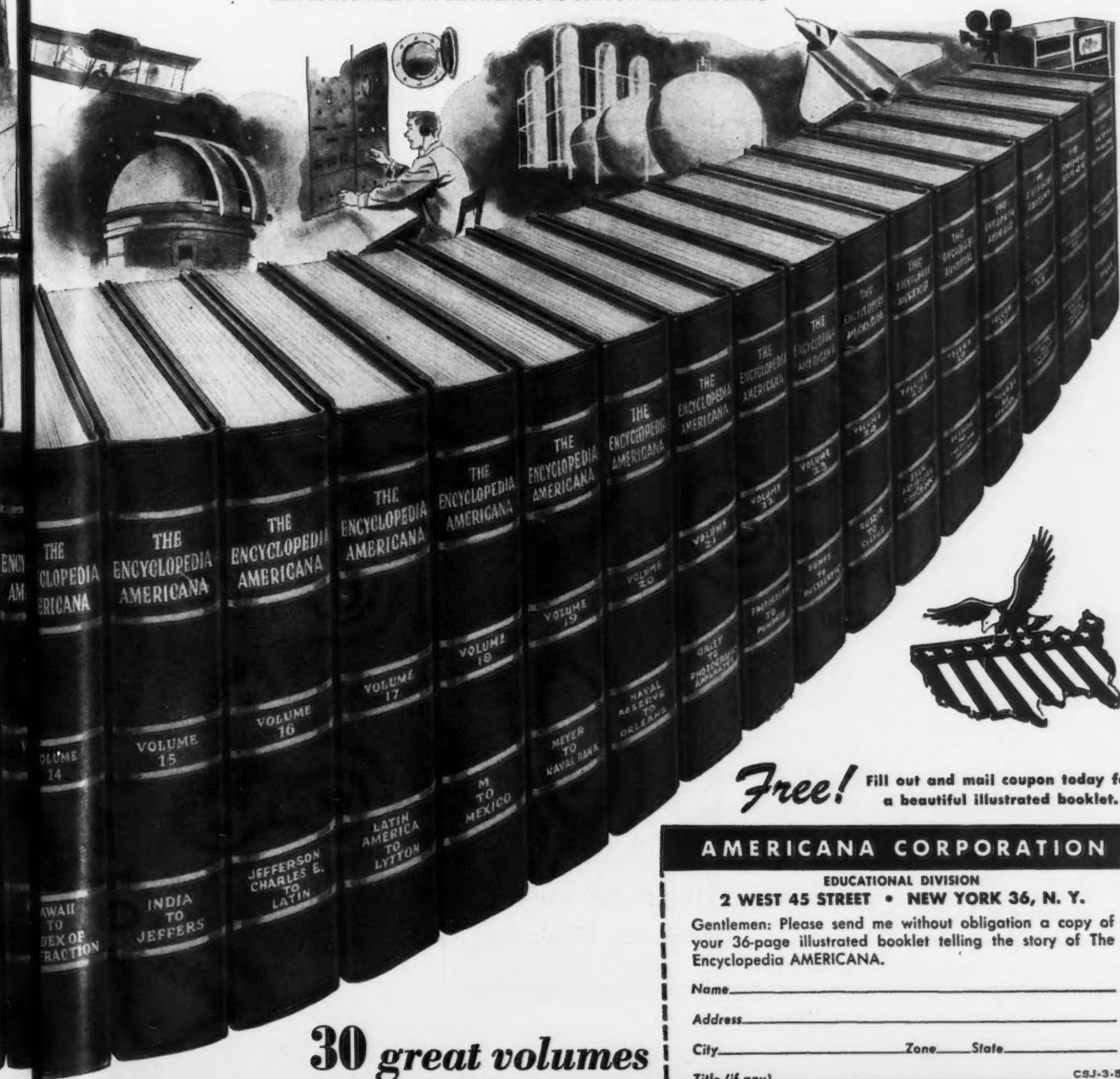
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Audio-Visual Aids

(Continued from page 5A)

Bronx Zoo. Fine clear photography does full justice to these exotic creatures, each of which is named and described briefly as to characteristics and native habitat. For aquarium owners and enthusiasts, and to awaken student interest in marine biology.

Looking for the Answers

In this film both rare and well known animals—moths, birds, mammals, and reptiles—reveal important data on migration, herd-

ing, and social groups; on food, play, aggressive behavior, and on reaction to stimuli, particularly as related to visual perception. Actual animal behavior is shown during tests.

The Locomotion of Snakes

First in the *Reptile Series of the New York Zoological Society*, this film reveals four characteristic methods of locomotion of snakes. Shown for the most part in their natural habitats, such snakes as the Green Bush Snake of Africa, the Puff Adder, and the desert snakes illustrate the rectilinear or caterpillar motion, the lateral undulatory or serpentine motion, side-winding motion, and hitch-and-hike or concertina motion.

A truly Catholic approach to Science

The 5th Grade book in the series GOD'S WORLD entitled Exploring God's World will be ready about Eastertime

How can a Catholic child more readily gain the concept of natural law, so basic to Christian ethics, than by beginning with the natural sciences and working up from them?

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All of the books in the series GOD'S WORLD give to the pupil that Catholic world view which illumines and is illumined by science.

★ ★ ★

Watch for important announcement about a new High School social studies text for the Catholic senior. Coming soon.

Mentzer, Bush & Co.
2210 So. Parkway
Chicago 16, Illinois

Strangers From Afar

A geographic study of some strangers of the animal kingdom, this film presents an array of rare, exotic, beautiful animals from distant countries: The Yapock from Central America, Giant Panda from Tibet, Tarsler from the Philippines, Bongo and Okapi from Africa, and Platypus and Echidna, those egg-laying mammals from Australia.

THE NEW YORK TIMES

Times Square

New York 18, N. Y.

The Dilemmas of France — The New York Times Filmstrip on Current Affairs for March

France is confronted today with a variety and multitude of dilemmas that breed a continuing atmosphere of crisis—and sometimes even bring France to the brink of crisis.

In the March filmstrip issued by the Office of Educational Activities of The New York Times the problems of France are examined in terms of the existing situation, the background that spawned the difficulties, and the difficulties that lie ahead.

This latest in the series of *Filmstrips on Current Affairs* takes up, in 59 frames, the threat to the Free World and the United States, so closely bound to France, posed by the way French leadership of Western Europe has been jeopardized.

It takes up the instability in French government, the shifting political alignments, the economic and social problems, the pressures from the extremes of left and right, the drain of the Indo-China war, the stirrings in the colonial empire, and the relentless memories of wars with Germany.

The filmstrip is 35mm. and is illustrated with photographs, cartoons, and maps that present the subject in clear, graphic terms. A teachers' discussion manual, with an introduction to the topic and additional data on each frame, accompanies the filmstrips.

The Dilemmas of France is the sixth in the 1953-54 series of eight New York Filmstrips on Current Affairs.

BRANDON FILMS, INC.

200 West 57th St.

New York, N. Y.

The Sad Duckling

The Sad Duckling is a ten minute, color, 16mm, sound film about Webby, the lonely outcast duckling.

While Biddy, the mother hen, looks on in amazement, we see the last, large blue egg in Biddy's hidden nest begin to move. Biddy is not pleased when a duckling, Webby, emerges instead of another chick. But when soft, fluffy, yellow Webby plunges into the millpond for a swim, Biddy's dismay is complete.

As in all folk tales and fairy tales, the

(Concluded on page 10A)

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City.....

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Audio-Visual Aids

(Concluded from page 8A)

moral of this story is plain to see, and it is one which children the world over love to have told to them again and again—the triumph of good over evil, the weak over the strong, the outcast accepted by those who scorned him.

Some of the obvious uses of this film lie with preschool classes, the primary and elementary grades, children's story hour programs in libraries. But since the film is a timeless allegory, it is safe to predict that

many grownups will join the children in their appreciation of *The Sad Duckling*.

VOCATION MOVIE

The Diocese of Lincoln, Neb., has produced a new 16mm. sound motion picture on Sisters' vocations entitled "The Modern Girl's Challenge." In the portrayal of the life of a nun, no attempt was made to glamorize; rather the life of a nun is presented as a challenge. A large number of congregations were given equal parts in the picture so that it can be used to promote vocations to any community.

Photography and script are by Rev.

Clement A. Green, associate editor of the *Southern Nebraska Register*, who, in 1952, flew around the world to take motion pictures for the Columban Fathers. The movie has a running time of 14½ minutes.

New Books of Value to Teachers

Catholic Shrines in the U. S. and Canada

By Rev. Francis Beauchesne Thornton. Cloth, 340 pp., \$4.75. Wilfred Funks, Inc., New York 10, N. Y.

Few Americans realize how many religious shrines, particularly shrines in honor of our Lady, have been erected in the United States and are contributing to the devotional lives of our people. The present book describes the present state of the more widely known and well-established places of worship, the characteristics of the devotions they represent. References are made to the history of these shrines, particularly in the case of the early Spanish and Indian colonial church. The author writes in a fresh, enthusiastic style and provides a clear insight into many aspects of American Catholicism which distinguishes it from that of other countries. The illustrations are generally excellent and the index most helpful.

The Concept of Being in Modern Educational Theories

By Sister Bellarmine Romualdez, S.Sp.S. Paper, 208 pp., \$2.25. The Catholic University of America Press, Washington, D. C.

This study analyzes the concept of being in five widely held modern theories of education: (1) Dewey's experimentalism, (2) the new realism, (3) Bagley's new essentialism, (4) rational humanism, and (5) the Catholic scholastic and theological view.

The 1954 National Catholic Almanac

Compiled by the Franciscan Clerics of Holy Name College, Washington, D. C.; edited by Rev. Felician A. Foy, O.F.M. Paper, 808 pp., \$2.50. St. Anthony's Guild, Paterson, N. J.

Among the new features included in this 50th Anniversary Edition, 1904-1954, are such timely topics as the Marian Year, the Marian Year Encyclical, the Centenary of the Definition of the Dogma of the Immaculate Conception, Biography of Blessed Pius X, and the Bishops' Statement, 1953. This well-known reference tool is a "must" for the school library.

Year Book and Guide to Southern Africa

Year Book and Guide to East Africa

These 1954 guidebooks (900 & 500 pp.) are illustrated with colored maps, charts, drawings, etc. They are priced at \$3 each, postpaid. Distributed by H. W. Wilson Co., 950 University Ave., New York 52, N. Y.

The Mass Year, 1954

By Placidus Kemp, O.S.B. Paper, 150 pp., 35 cents. The Grail, St. Meinrad, Ind.

A simple ordo for all the regular Masses of the year and brief meditations on parts of the Mass.

(Continued on page 38A)

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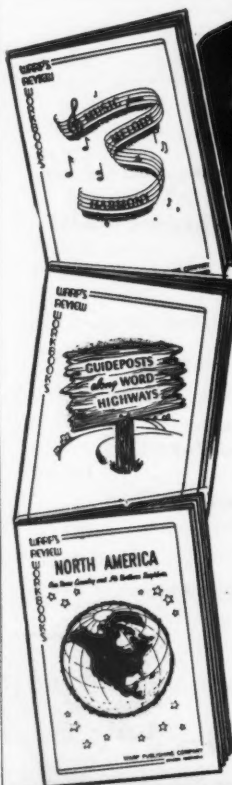
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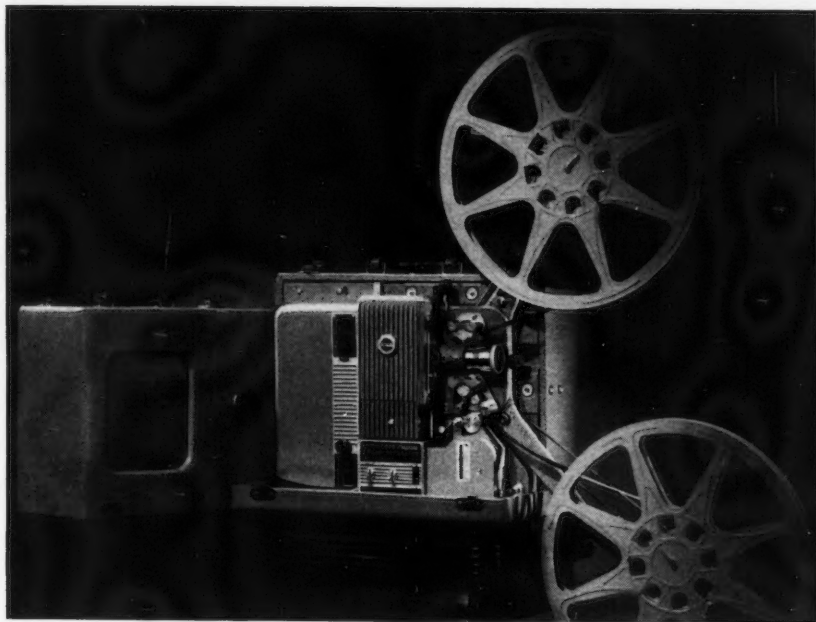
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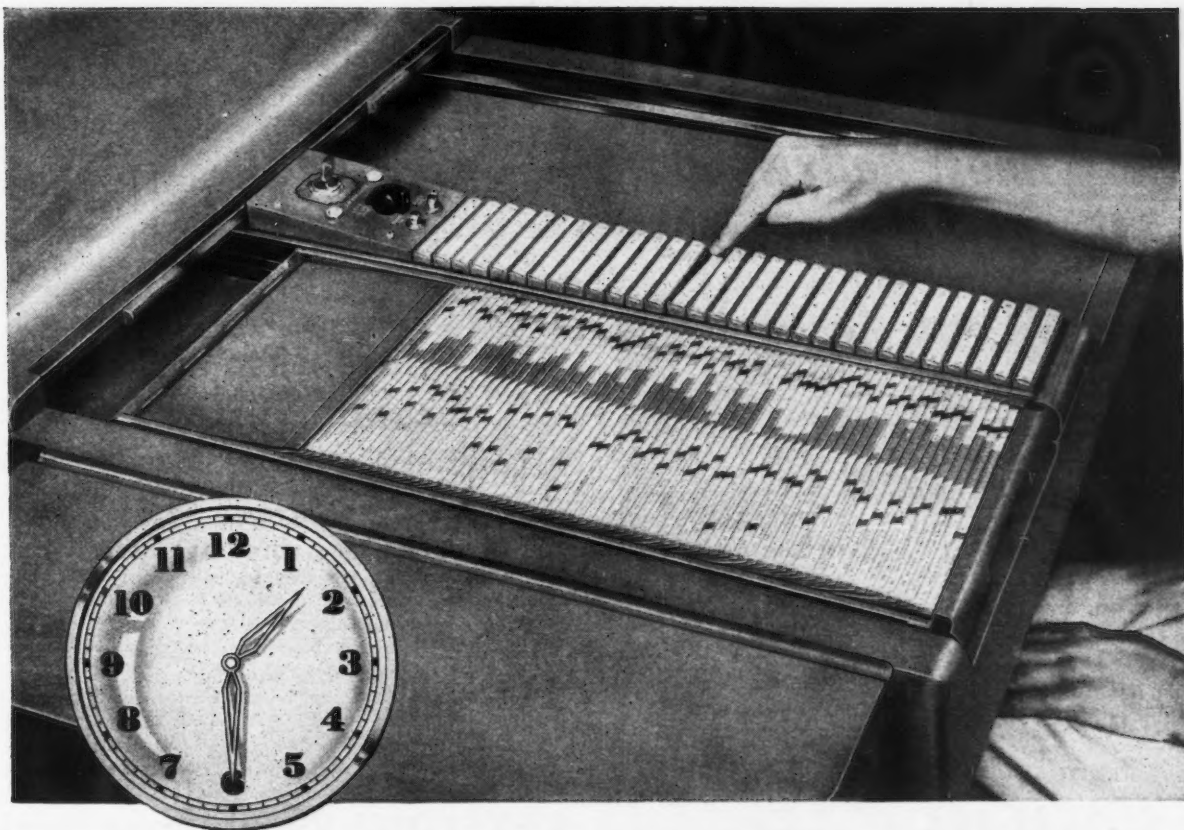
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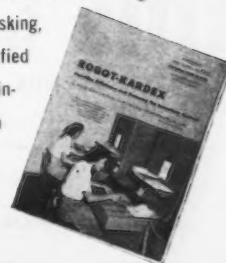
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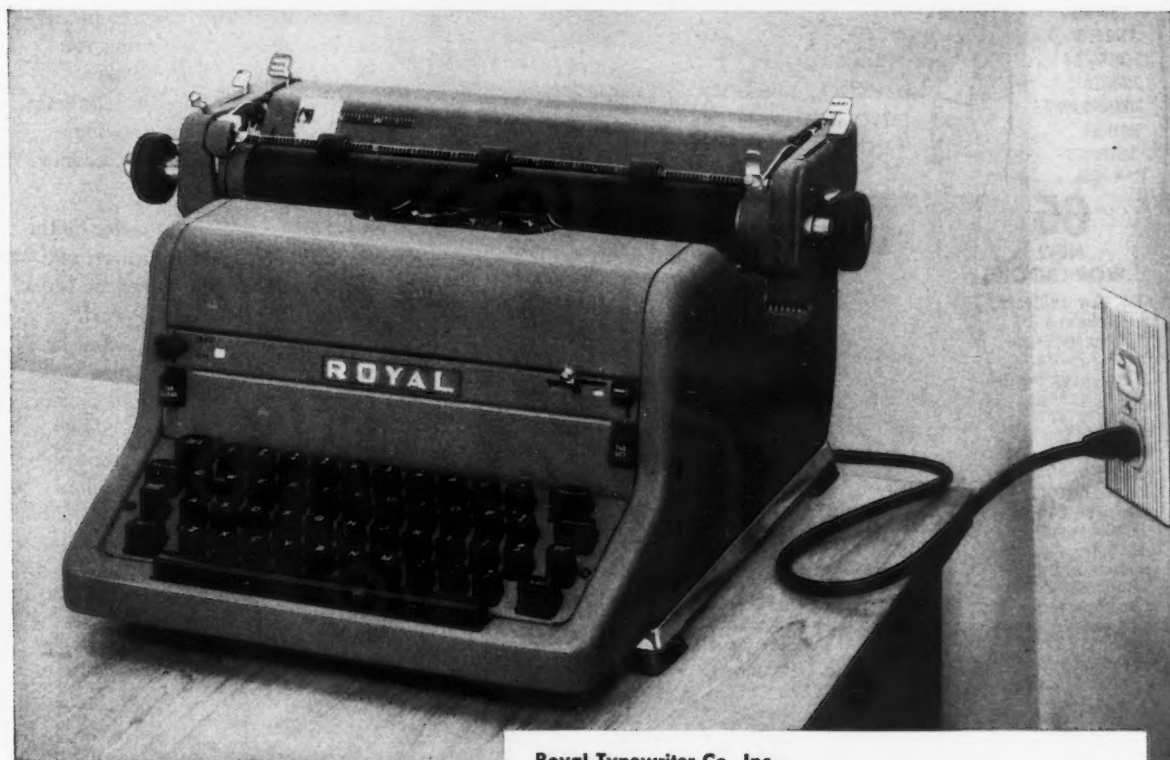
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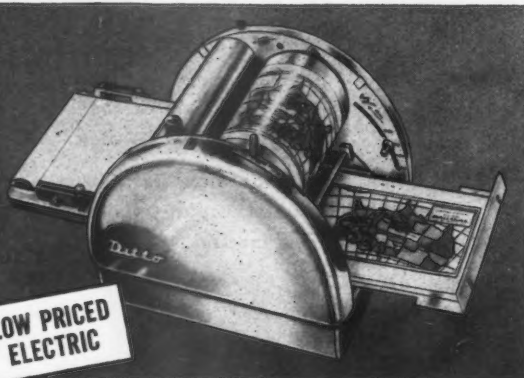
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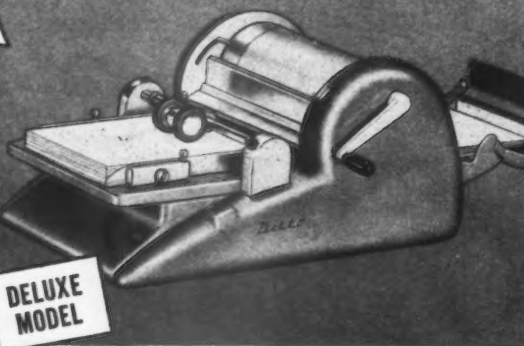
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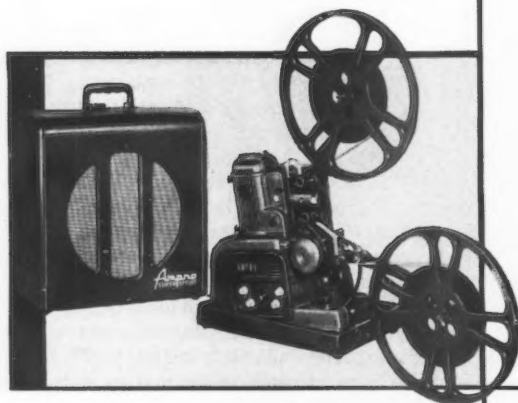


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The Harvest Is Great, the Laborers are Few

*Rev. Paul P. Avallone, S.D.B., S.T.L. **

FROM all quarters can be heard today the cry for more vocations. Both religious and diocesan priests, as well as the Sisters and Brothers, are aware of the vast amount of work to be done and the small number of hands available to attend to it. What is each one of us personally doing to remedy the sad situation?

The writer does not intend to condemn anyone, nor to present a quick remedy for the present need. He hopes to recall each one to the duty of fostering vocations by constant prayer, good example, and personal effort. The encouragement of vocations is not to be left solely to the vocation director of the diocese or the religious order. It is necessary that someone be responsible for proper co-ordination of efforts and effective handling of correspondence and propaganda material, for conducting interviews, giving talks, etc. Since these zealous souls undertake more work than one man can handle, they are to be admired for their hidden toil and labor. They need our encouragement, but, most of all, they need our co-operation.

Pray to the Lord of the Harvest

Sometimes one wonders whether we actually believe in the words of our Lord and get on our knees and pray for vocations. He asked us to pray for many things on different occasions. On one particular occasion He urged prayer for vocations. From the material harvest of wheat the heart of the Saviour spontaneously yearned for the spiritual harvest of souls. No surprise in our minds that He should do so—He had come from heaven to reap an abundant harvest. His crop threat-

ened to be meager for lack of workers. He begged us to pray to the Lord of the harvest; surely He who cares for the birds of the air and the lilies of the field likewise cares for the souls fashioned to His own image and likeness and redeemed by the blood of His Son!

We believe in God's providence. If the need for priests seems greater today than perhaps ever before, it follows that God has planted more abundant seed of vocations in the hearts of the young. Souls must be saved; but the word of God must reach them if they are to be saved. "... how shall they believe Him of whom they have not heard? And how shall they hear without a preacher?" (Rom. 10:14.)

We must therefore pray often that the seed of vocations may fructify and that we may discover these tender plants and shield them and foster their growth. It need not be necessary to spend hours in prayer—we do not have that much time to spare, unless we be contemplatives. An offering of our work, our pains, our anxieties, our misunderstandings is an acceptable prayer. All we do can be done with the intention of increasing the ranks of Christ's followers.

Invite Others to Pray

Others should be invited to pray also. Duties may place us in the classroom; we have a golden opportunity to encourage the pupils to offer sacrifices and to make visits to the Blessed Sacrament for the increase of vocations. We may be called upon to minister to the spiritual needs of the sick. What a grand apostolate for the sick to offer their sufferings for the expanse of the Kingdom of God through prayer for vocations! Our own penitents

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Example Is Powerful

There is another means of fostering vocations not sufficiently exploited, namely good example. I do not mean that vocations should be the motive of our actions. It should be remembered, however, that many vocations begin with a boy or girl, a young man or a young woman, finding himself or herself attracted by the fine qualities of some Priest, Brother, or Sister. The opposite is also true; the poor or indifferent conduct of one might be the end of a potential vocation.

The young observe us when we say Mass; our preparation and thanksgiving make a difference to the boy. Visits to the Blessed Sacrament, the Sign of the Cross, the genuflection—these things go a long way in either direction. Kindness and courtesy are so many pointers to the priesthood or away from it.

Happiness and contentment in one's vocation is a drawing card. The youthful aspirant looks forward to a happy life, naturally with its usual ups and downs. When he sees one happy in his vocation and this happiness radiates itself, a greater yearning for the same life takes deeper root in the youthful heart. It is quite important and necessary to cultivate the habit of showing our inward peace and satisfaction externally, regardless of hid-

*Don Bosco Juniorate, West Haverstran, N. Y.

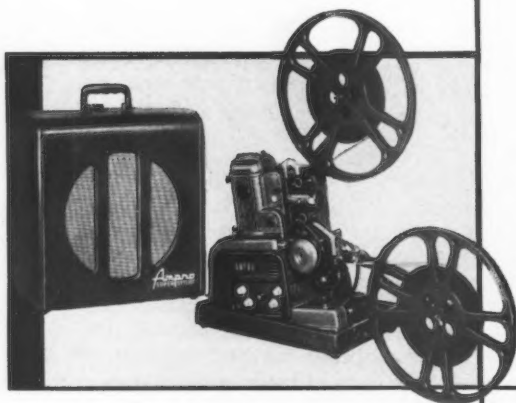


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*Don Bosco Juniorate, West Haverstran, N. Y.

den pains and aches, thorny problems and anxieties. This attitude, this happy outlook is a thing to be cultivated; it is not always a gift of nature.

Guard the Tongue

Great care and prudence must always be used when speaking of other priests or religious. We are all human and therefore liable to criticize and censure the actions and works of others. *Vis unita fortior*. If the young hear us always praise one another and when necessary cover up the weaker points, the impression made might have a far-reaching effect. Disparaging remarks in the presence of possible recruits only serve to dampen enthusiasm.

The vocation-minded Priest, Brother, or Sister will know how to add to prayer the apostolate of good example as an effective means of drawing souls closer to Christ. Human nature is inclined to imitate what it sees pleasing and beautiful in the life about it. We are all insensibly drawn to a person with a lovable and charming character. If such a character is not ours, we can strive at least to offset any harm that we might cause.

Be Zealous

Finally, all must make efforts to recruit vocations. An opportune word to a receptive soul, a piece of literature to the right person, a friendly chat with one who is in earnest about making this world of ours a better place. We do not take advantage of the opportunities that come our way. Youth at times hardly know how to pose the problem of vocation. Many at one time or another have felt the call but either did not heed it or perhaps there was no one to help the boy or girl to crystallize this call into a firm resolution. Greater interest on the part of all would certainly go a long way toward the recruiting of more vocations.

Vocation Clubs Will Help

A number of zealous priests are to be congratulated for the creation of vocation clubs within their parishes. Such groups are a definite step forward and are to be encouraged. There is plenty of vocation material available both on the diocesan priesthood and the religious life. Representatives from the various orders would gladly accept an invitation to give a general talk on vocation, with some emphasis naturally on the work of the order he represents.

Among the altar boys of a parish are to be found, generally, boys with a possible vocation. A goodly number of priests can tell you that their vocation began in their early years when they began to serve

Mass. Familiarity with the altar has fomented and fostered many a vocation. Increasing the number of altar boys in a parish is likely also to increase the number of potential vocations. The vocation hunter will also be on the lookout among the various clubs and groups for the young members of the parish.

The fundamental point is to become vocation minded and to strive to remain that way even when it seems that one is working on stony ground. Our efforts will be blessed! Ours will be the happiness of having perpetuated our own vocations by providing one to succeed us in the Lord's vineyard when we hear the signal to withdraw from the fight.

By way of encouragement allow me to quote a few lines from the life of St. John Bosco — a priest whose days were packed

full of activity, to attend to which he was forced to give himself only five hours of rest each night. "In the Seminary of Turin, in 1865, thirty-eight out of forty-six attending had finished their high school at the Oratory of Don Bosco. In 1873, out of the one hundred and fifty attending, one hundred and twenty were from the Oratory. Ten years afterwards, in 1883 (five years before his death) we heard Don Bosco exclaim: 'I am happy! I have had statistics carefully drawn up, and it has been found that more than two thousand priests have come from our schools and have gone to labor in the dioceses. Thanks to the Lord and His Holy Mother, who have abundantly furnished us with all the means to do this work!'"¹

¹Lemoynne, *Character Sketch*, Salesians, New Rochelle, N. Y., p. 79.

Candle Smoke

George H. Lynch*

Candle smoke! In my mind's eye I can see it now curling upward quietly ever so softly from the altar of the little Catholic church in the Catskill Mountains where I was born. For seven years, every Sunday in a bright red cassock and white lace surplice, I lit the altar candles before Mass and in the evening, before the Rosary and Benediction. I couldn't have been more than eight or ten then but I can remember as if it were yesterday how I would have to stand on tiptoe to reach the tall ones at the back of the altar. As I lit each new flickering flame it seemed to be mine alone. To me as a child there was something not of this world in the rows of the restless little fires.

With the vivid and boundless imagination known only to childhood — a thing so beautiful that surely it must be cherished by its Creator — my candle fires were people. They were as different one from the other as were the faces of men. Some lived their brief lives steadily and quietly. Some struggled violently to be free. The one at the end that burned with a deep red flame and fiercely was a cruel man. I portrayed, in my mind, many of his evil deeds. A small sprightly one near the center

was a mischievous little boy. Whenever a late-comer quietly opened the church door sending a draft of the mountain wind through to the altar it was this little boy playing his tricks again! The one to the far right of the rear row with the tall, pale flame was a phantom lady. I named her Regina. She was tall, kind, and beautiful and I loved her dearly.

There was no monotony in my candle flames. Every Sunday my characters would change except that I always kept my little boy. He was my court jester. There were villains and heroes, victories and defeats, adventures and intrigues, happiness and sorrow. Sometimes Mother Mary and St. Joseph, whose images stood just above me, would play with me. Somehow I knew they liked the mischievous little boy and that is why I always kept him.

When the services were done and I put out my candle fires, the smoke from the cruel man was black and heavy. It fell downward and I could see it creeping in the carpet seeking its way through the floor and down into the ground. The smoke from the good lady was light and soft and wound its way up and up through the rafters of the church. As I knelt there in childish wonderment I think that I was very close to God.

* A Government Official at Washington, D. C.

Suggestions for Studying Vocations

Xaverian Brothers

Vocation Day Outlines

Among Xaverians, the second Friday of the month has traditionally been set aside and designated as Vocation Day. Its purpose is to make our students aware of the divine nature of vocations, to evaluate themselves in the light of the requirements and obligations of each state in life, and to seek, through prayer and consultation, assistance in making the proper choice for themselves. Our work as teachers is to supply the tools for this soul searching.

These outlines are offered as an organized approach to the general theme of vocations and to assist the teacher in planning his material so that his instructions will be more fruitful. We do not recommend that these outlines be used in their entirety, but rather that each teacher choose the points that best suit the circumstances and his own personality. Many teachers hesitate to give formal vocational talks. Instead, they seize the "ball on the bounce" as the opportunity presents itself and offer their vocational information at the ideal time. Such teachers have no need for an outline.

However, there would seem to be a sufficiently large group of teachers who, either through temperament or the nature of their subject matter, find great difficulty in approaching the subject of vocations. They are aware of the importance of imparting the information and that every teacher must be a vocation director. They know that it is an obligation that cannot be transferred. We hope that these outlines will help them meet this obligation better and that, at least on the monthly vocation day, they will search these and other sources to improve their presentation of this vital material.

Eight different themes have been suggested. These depart from the narrow meaning of vocations as applying only to the religious state and emphasize instead the broader concept that all three states of life constitute vocations. Because of the nature and length of some of the topics, some teachers will wish to spread the material over two vocation talks. Others will prefer to accentuate only one or more of the ideas listed under a given subject.

Editor's Note. The following suggestions for a study of vocations have been adapted from outlines compiled by Xaverian Brothers in the 1953 workshop at their headquarters in Baltimore. Brother Gilroy, C.F.X., assistant principal of Flaget High School, Louisville, Ky., was chairman of the group which drew up the vocational outlines. Brother Bartholomew, C.F.X., director of the workshop, sent us a copy of the outlines which were prepared for use by the Brothers in their own high schools. While, of course, they are written for teachers of boys and do not mention vocations to the Sisterhoods, the Sisters will have no difficulty in adapting the suggestions to their work with girls as well as boys. What is said about the Religious Brother will serve as reminder to Priests and Sisters teaching boys that this is an important vocation which seems to be more or less neglected.

Whatever the approach, we recommend that with each vocation three points be particularly stressed:

1. That all states of life have as their primary end the salvation of the soul, that they are all good, and that each requires a preparation through prayer and study;
2. That the boys be instructed to weigh themselves against the demands of each vocation;
3. That they, and they alone, must make the final choice.

A Background for Decision

Your Vocation

There are three ways of life one of which will be yours: the Extraordinary way; the Ordinary way; and the Unusual way.

The Extraordinary way, which we may call the religious life, includes the priesthood and the brotherhood (or sisterhood).

The Ordinary way for most people is the married state.

The Unusual way is the single life in the world.

Importance of Correct Choice

God calls everyone to a particular state

of life. He gives different talents and aspirations. The correct choice helps us to earn our salvation. Peace of mind comes from the correct choice.

The choice between the religious state and the married state may be difficult because it requires us to select one of two things either of which is good. Each state of life is naturally attractive. After a choice has been made the other state of life still remains attractive.

In conducting our search we should evaluate our capacities and limitations; seek advice; and pray.

Know Thyself

Consider how I can rate myself in reference to the following characteristics:

Physical endowments or limitations: health, personal appearance, physical handicaps, endurance, speaking voice.

Mental ability: success in school, best subjects, poorest subjects, desire to learn.

Social aptitudes: working with others, leadership, spirit of generosity and co-operation, living with others.

Spiritual inclination: spirit of sacrifice, interest in things religious, strong piety, sense of humor.

Financial background: educational opportunities, financial obligations.

Life of Student a Present Vocation

The object of this study is to point out that God's plan for each individual embraces a whole life; to show that each fits into God's plan; and that this divine plan is my particular vocation *now*.

My *present* vocation is that of a high school student. My parents wish it; the Church and the State require it; common sense supports it; obedience protects and approves it.

Obligations of the Student:

Develop his latent abilities (parable of the talents); study sufficiently to succeed; abide by the laws of the school and uphold its honor; grow intellectually, morally, physically — use the opportunities the school offers (active participation in the school's extracurricular program); limitation of the activities that interfere with duties as a student — nonschool activities and societies, dangerous associa-

tions, unnecessary employment; respect for authority—co-operation with teachers, co-operation with parents; working and living harmoniously with other students.

Rights of the Student:

To a good education; to share in all the functions of the school; to have a reasonable amount of leisure time; to have opportunities for a social life compatible with his years—activities shared with boys, activities shared with girls.

The Married State of Life

Since this will be the choice of life of most of our students an expanded and more mature consideration of this vocation is very much in order. Naturally the degree and types of information given would vary with the year. The boys are subject to so much non-Catholic, even non-Christian, propaganda relative to the field of marriage that it is difficult to conceive how they can get too much correct information.

The Teaching of the Church:

This lesson includes the definition of marriage; the sacrament; the ceremony of marriage—the pronouncing of the marriage vows, mixed marriages, marriages before the justice of the peace; the purpose of marriage; the joys and trials of marriage.

Problems Affecting Marriage:

The teaching of the Church on divorce, birth control, and financial burdens must be clearly understood.

Preparation for Marriage:

Education for purity—adequate and correct sex information, dating (advantages and dangers); prayer; choice of a worth-while partner—the part that love plays, the place of reason in the choice.

The Priesthood

The vocation to the priesthood is of special interest to all of us. We know that it is the vocation chosen by a few, that it is the calling of divine predilection, and that God blesses those homes and schools in which it flowers. While our talk is aimed at encouraging our boys to thoughts of entering upon this vocation, we can be mindful of emphasizing the dignity and the beauty of the priesthood to those who will form the body of our Catholic laity. In all, we can instill the need for praying for priestly vocations for themselves and for others.

The Priestly Vocation:

The priestly vocation is the highest calling. The priest is Christ's representative; he is the physician of souls; he unites man to God by sacrifice.

Qualifications:

Ordinary piety; good health; average intelligence; spirit of sacrifice.

His Works:

He prays—the Mass, public devotions, private devotions. He teaches—religious instruction, Catholic schools.

He does parish work—visits the sick, cares for the poor, admonishes the sinner.

He administers the sacraments.

He conducts retreats.

He preaches.

His Training:

Minor seminary; major seminary; ordination.

Classification of Priests:

Diocesan—under the administration of the bishop, generally specialize in parish work.

Religious—bound by vow to religious superiors, life in common, specialize in teaching and retreats.

The Unmarried State or Single Blessedness

While it is the mind of the Church to emphasize the married or the religious vocation in preference to this vocation, we must not pass over single life too quickly. For various reasons, it has become a calling of increasing importance.

As a Temporary Vocation:

The temporary vocation to the single state of life is the life of all until a vocational choice is made. Valid reasons for extending this state of life may be: Education, financial responsibilities, military service.

Obligations of this state are: Strong personal piety, and work and prayer to overcome obstacles to a higher vocation.

As a Permanent Vocation:

It is a negative vocation (unproductive) unless: Life is devoted to the service of God and man, as in science; obligations of family life would impose an insupportable burden; aged or infirm parents must be cared for; nature of employment militates against family or religious life, i.e., a traveling engineer; nature has imposed serious physical or mental handicaps.

Obligations of this state are: upright life of personal holiness; active support and participation in Church and national life.

Dangers and difficulties are: tendency toward selfishness; loneliness.

The Catholic Layman

For that large segment of our students who will grow into the life and activities of the Catholic laity, it is well to be prepared in advance for the duties and responsibilities that the Church expects of

them. If vocations for all are a call to holiness, then they must seek in theirs the spiritual life and religious values that will insure that their vocational choice guarantees their salvation and at the same time contributes to the extension of God's kingdom and man's welfare. This is not actually a separate vocation, but in as much as it guarantees the inner life of the layman, it merits special thought.

The Religious Life of the Catholic

Layman:

Personal piety: Union with the Church—through parish devotions and societies, through Catholic books and periodicals.

Living his religion: In business practices, in social relations, in the correct use of leisure time, in the education and training of his children.

The Catholic citizen must be: An informed voter—he reads and follows public issues; he votes according to his conscience.

He must be an active participant in political life: If not leading, he follows wisely; he is watchful of the political issues with moral implications; he tries to extend legislation assisting the educational program of the Church.

He is loyal to his country because he is loyal to his God.

He is conversant with the rights and duties of the workers: he is an active union member; he knows that he must give an honest day's work for his pay.

He is a just employer: He knows and follows the teaching of the Church on social justice.

The Religious Brother

As with the approach to the priesthood, the explanation of the life of the Brother can be considered as much from the viewpoint of imparting information as in choosing this vocation as a state of life. We should expect that any graduate of our schools is well acquainted with the details of the work and life of the Brother. It is a fact that the greatest number of vocations comes from our own schools, from those who know us and our life.

Purpose:

The primary purpose of the life of a Brother is personal sanctification.

His Works:

Teaching, hospital work, missionary work, manual labor.

Typical Orders:

Orders such as the Xaverian Brothers and the Brothers of the Christian Schools are teaching orders. These two orders have no priests as members of the order. The Brothers of Mary, who conduct schools throughout the United States, have their

own priests who are members of the order. The Alexian Brothers are nurses and hospital workers. Most of the orders of Priests have Brothers to assist them in their work. See the *Catholic Director* for a complete list of orders of Brothers.

Dress of the Brother:

Public: like a priest (with cut in collar or collar and tie).

Private: distinctive gown; black suit and tie.

Requirements for the Vocation:

Desire to serve God; good health; average piety; average intelligence — demand is less for nonprofessional group; spirit of sacrifice; sense of humor.

Life of the Teaching Brother:

Training: juniorate, novitiate, scholasticate, extension work.

Religious vows: poverty, chastity, obedience.

Work: teaching, studying, directing school activities (curricular and extra-curricular).

Routine (day order): meditation and Mass, breakfast, class, afterschool ac-

tivities, dinner, prayers and reading, study, recreation, night prayers.

The Final Choice

General Considerations:

Inclinations to particular vocations come from God. Each vocation has within it the means of leading the soul to salvation. Generally each of us is attracted at some time in our life to all three vocations. The choice of one does not kill the interest in the others. An attraction to the religious life can be lost through a neglect of prayer.

The final choice must be made on the basis of attraction, not divine revelation. This attraction to, or admiration for, a particular vocation can be an outward sign of grace.

The final choice of a vocation must be made by every man himself. God gives graces that we can accept or refuse. Parental opposition must be weighed to judge if it is valid or invalid. Definite action must follow a definite decision. Dallying after a decision has been reached invites

further indecision. Prolonged indecision is not unusual, however.

Steps in the Choice:

Seek advice: through prayer, through consultation with parents, confessor, counselor.

Examine your fitness: Do you meet the qualifications of that state of life? Do you think this way of life will aid you in attaining your salvation? (The physical and moral fitness of a candidate to a particular life must be judged by a second party.)

Consider your willingness: Are you attracted to this vocation? Are you reasonably certain that it is what you want? Are you prepared to make the sacrifices required?

Accepting the vocation: It is your vocation if: the Church accepts you as a priest or religious after a probationary period in a seminary or novitiate; you pronounce your marriage vows after a probationary engagement period; you have sufficient reason to dedicate your life to single blessedness.

The N.C.E.A. Returns to Chicago

Rt. Rev. Msgr. Daniel F. Cunningham, Supt. of Schools,

Rev. David C. Fullmer, Asst. Supt. of Schools

CHICAGO, the metropolis of the Middle West, bids a hearty welcome to the delegates to the 1954 annual convention of the National Catholic Educational Association.

The headquarters of the four-day meeting will be the Conrad Hilton Hotel on Michigan Avenue. Ideally located just south of Chicago's loop area, facing Lake Michigan, the Conrad Hilton, the world's largest hotel, is prepared to offer its magnificent facilities for the service, convenience, and comfort of the delegates.

The Archdiocese of Chicago is proud and happy to be host once again to the N.C.E.A. convention. While the program that has been prepared is a reason sufficient in itself to attract thousands of Catholic educators from all over the United States, yet the importance of Chicago, the second largest city in America,

will be an added incentive for a large attendance at this year's convention.

Beginnings

Chicago is only a youngster in comparison with many other famous American cities. Although it now has a population of nearly four million, it was just a small town a hundred years ago. When Chicago was incorporated as a town in 1833 it had only 150 people.

Long years before, Father Marquette and Louis Jolliet had discovered the short cut across the Chicago Portage on their return trip from the Mississippi. In 1674 Father Marquette returned to preach to the Indians, and in a little hut on the banks of the Chicago River, he celebrated Mass in honor of the Immaculate Conception of our Blessed Lady.

As the years went on, the Chicago

Portage became a well known short cut for the French traders on their trips between Canada and the Illinois country. In 1682 came La Salle, who built a stockade at the portage. A French missionary, Father Pinet, established the Indian Mission of the Guardian Angel in 1696, but it would be another century before the white man would call Chicago his home.

In 1803 the U. S. Government established Fort Dearborn at the mouth of the Chicago River. Alongside the Fort, a small settlement of fur traders began to develop. In August, 1812, occurred the Fort Dearborn Massacre, and for some years after the war the growth of Chicago was very slow. It was not until the great westward expansion began in the 1830's that the little settlement began to look like a town. From that time on its growth and development has been phenomenal.



A VIEW OF CHICAGO'S LAKE FRONT. THE BUILDING ON THE EXTREME LEFT IS THE CONRAD HILTON HOTEL—CONVENTION HEADQUARTERS.

The Diocese of Chicago

What is now the Archdiocese of Chicago was formerly under the successive jurisdictions of the Archdiocese of Baltimore, the Diocese of Bardstown (Louisville), and the Diocese of Vincennes (Indianapolis). In 1843 Bishop Quarter was appointed the first bishop of the Diocese of Chicago. In 1846 the first Sisters came to Chicago, the Sisters of Mercy, who opened in that year St. Xavier's Academy. In the same year Bishop Quarter began an ambitious educational program for boys on the north side of the river with the opening of the University of St. Mary of the Lake.

A Walk in 1854

A hundred years ago there was no Conrad Hilton Hotel in Chicago, but there was a Michigan Avenue. Now a boulevard with magnificent hotels and shops, it was then just a street facing the lake.

In 1854, if one were to have walked north from the present site of the hotel, he would have found at the southwest corner of Michigan and Madison the home of the Catholic Bishop of Chicago. Back of the bishop's home, at the southwest corner of Wabash and Madison, was St. Mary's Cathedral. The diocese bought this property from the U. S. Government. Originally it was part of the six acres of Old Fort Dearborn. Just south of the cathedral was St. Xavier's Academy, conducted by the Sisters of Mercy.

Farther north, a few blocks beyond the

Chicago River, where the Holy Name Cathedral stands today, one would have found the University of St. Mary of the Lake. This institution was closed in 1866. Many years later, in 1921, the University, under its original charter, but in a new location at Mundelein, Ill., reopened as the major seminary for the Archdiocese of Chicago.

Close to the old university one would have found the Church of the Holy Name, later in its history to become the Cathedral of the Holy Name.

The Chicago Fire

By 1871 the population of Chicago had grown to more than 300,000 people. It was a thriving, big city now. Then suddenly on the night of October 8, fire broke out, spread rapidly from De Koven Street through the downtown section and across the river to the north side. Twenty-seven hours later the fire was out, but the city was a wilderness, with 100,000 people homeless.

Gone were homes, churches, schools, hospitals, and factories. Almost immediately the tremendous job of rebuilding the city began. From the ashes arose a new city, a metropolis destined to be within a short time the second largest city of the United States.

A New Era

Bishop Foley decided to build the new Cathedral on the site of the old University of St. Mary of the Lake. The Cathedral of the Holy Name was dedicated on November 21, 1875.

Five years later the diocese was elevated to the rank of an archdiocese and Rt. Rev. Patrick Feehan was appointed its first archbishop. The work of reconstruction begun by his predecessor was carried on by Archbishop Feehan. During the 22 years of his episcopacy, he provided for the building of hospitals, asylums, founding homes, institutions for the aged. The work of education at all levels so prospered under him that he was called "The Apostle of the Schools."

This work of ecclesiastical expansion continued under his successor, Archbishop Quigley. In 1905 he opened the doors of the Cathedral College, the preparatory seminary of the diocese. Later a new "little seminary" was built just a few blocks from the Cathedral and named after its founder—Quigley Preparatory Seminary. Archbishop Quigley was instrumental in greatly developing St. Mary's Training School (now called Maryville Academy in suburban Des Plaines), an institution for children deprived of a normal home life.

The First Cardinal of the West

Archbishop Mundelein was elevated to the College of Cardinals in 1924 and became the first cardinal, not only of Chicago, but of the entire western part of the United States. This great churchman for thirty years zealously worked for the spiritual and material betterment of the Catholic Church in Chicago. If one may be so rash as to single out the two greatest accomplishments of his episcopacy, he might cite the building of the Seminary

of St. Mary of the Lake, a place of architectural grandeur and natural beauty, where the priests of the archdiocese pursue their philosophical and theological studies. Adjacent to the seminary grounds is the "spiritual powerhouse" of the archdiocese. That is how Cardinal Mundelein frequently referred to the Benedictine Chapel of Perpetual Adoration. A second tremendous undertaking was the 28th International Eucharistic Congress held in Chicago and at the Major Seminary in June, 1926, a time when surely great graces came to the people from their Eucharistic King.

The Present

The same zeal for the spread of Christ's kingdom that burned in the souls of his predecessors has dominated the episcopacy of the present Archbishop of Chicago, Samuel Cardinal Stritch. He has labored incessantly to provide for the spiritual needs of his flock, so many of whom settled in recently developed parts of the archdiocese where there were no churches or schools. He has built many of these parish units and each year new ones are being started. The need for additional high schools, as well as increased facilities for the medical school of Loyola University, the need for homes for the aged, schools for handicapped children, hospitals, and a retreat house for priests, has been faced by His Eminence and action taken in each instance.

The Archdiocesan School System

Today the Archdiocese of Chicago school system is the largest in the United States. More than 270,000 are enrolled in its schools, colleges, and universities, with a teaching staff of some seven thousand.

Loyola University, conducted by the Jesuits, and De Paul University, con-

ducted by the Vincentians, are the two Catholic universities within the archdiocese. In addition, there are four colleges for women: St. Xavier College and Mundelein College are in the city, while Rosary College is located in suburban River Forest and Barat College on the north shore at Lake Forest.

More than 40,000 boys and girls are enrolled in the high schools of the archdiocese. The newest high schools are Maria, conducted by the Sisters of St. Casimir; Mendel, conducted by the Augustinians; and St. Patrick's, conducted by the Christian Brothers.

The enrollment in the elementary schools has passed the 215,000 mark during the current year. These children are enrolled in the 400 schools of Cook and Lake Counties. Nearly 5000 teachers form the teaching staffs of these elementary schools. Of the religious teachers, seventy different communities of Sisters are represented in the archdiocese. It would be rewarding to the visitor to view the many modern grade schools and high schools containing the most up-to-date educational facilities.

Handicapped Children

There are two schools for the mentally handicapped: St. Mary of Providence Institute on the northwest side of the city provides for the education of retarded girls and the Lt. Joseph P. Kennedy, Jr., School, in Palos Park, cares for retarded boys.

Recently three day schools for the deaf were opened at St. Gregory's, St. Mel-Holy Ghost, and St. Francis de Paula. These are the first day schools for the deaf under Catholic auspices to be opened in this country. In addition, two teams of technicians have administered hearing tests to all the children of the archdiocese.



A Skyscraper College — Mundelein College at 6363 Sheridan Road, Chicago. Conducted by the Sisters of Charity of the Blessed Virgin Mary.

The children who fail the tests are referred for further audiometric testing and otological examinations. For those in need of educational rehabilitation, special sessions in lip reading, speech correction, and auditory training are given in three centers on Saturday mornings.

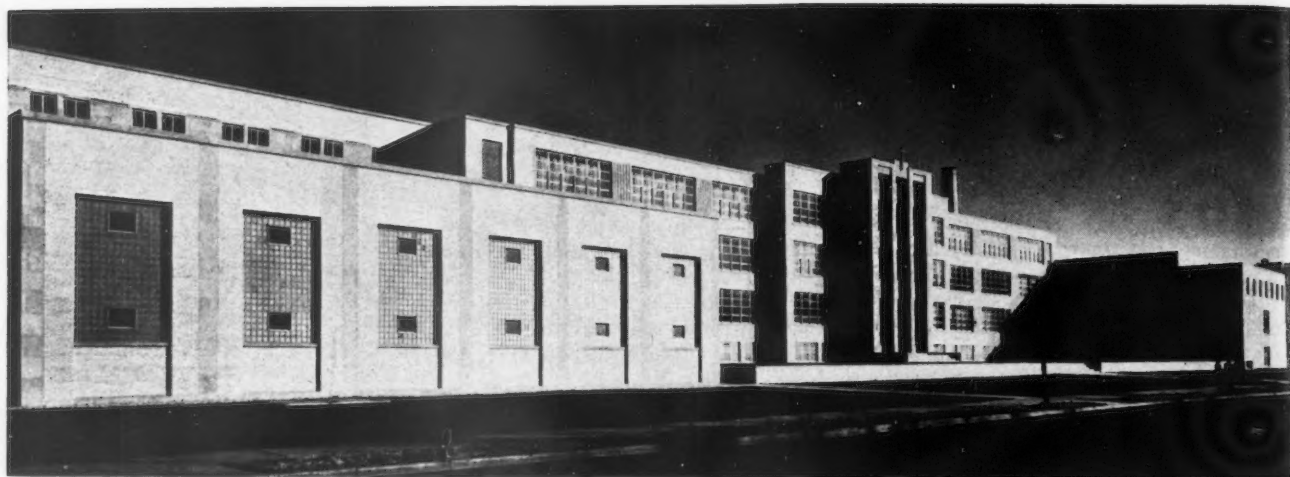
To discover those children who have impaired vision, a program of eye examinations has been set up in the archdiocese. A number of schools in various sections of the city are providing sight-saving classrooms.

A City to See

The delegates to the N.C.E.A. convention will find many cultural attractions not far distant from the Conrad Hilton Hotel. Across the park from the hotel and to the south, in the vicinity of Soldier Field, the delegates will find the Shedd Aquarium, the Adler Planetarium, and the Chicago Natural History Museum. A few blocks north of the hotel, at Michigan Boulevard and Adams Street, is the Art Institute of Chicago. On the south side of Chicago at the lake shore is Jackson Park. At the northern end of this park of nearly 600 acres will be found the Museum of Science and Industry. Part of this building is the original Fine Arts Building constructed for the Columbian Exposition of 1893. Not far from Jackson Park is the University of Chicago, which faces the plaisance of the same historic Exposition.



St. Celestine School, 3017 N. 77 Ave., Elmwood Park — One of the new types of grade schools with penthouse convent for the Sisters. This school has 17 classrooms and a kindergarten. 950 pupils are taught by 17 Adrian Dominican Sisters and two lay teachers.



A Modernistic New High School—Maria High School for Girls, at 6727 South California Ave., Chicago. This fine new school is conducted by the Sisters of St. Casimir. The building was designed by Gaul & Voosen, Chicago architects, with the active co-operation of two of the Sisters who made a special survey and study of the architectural needs of a modern high school.

North of the business district on the lake is Lincoln Park, a tract of nearly 1000 acres. Here the delegates will find the Chicago Historical Society Museum and also the Chicago Academy of Science's Museum of Natural History. In addition, at Lincoln Park there are 25 acres of zoological gardens as well as a horticultural conservatory.

The midwest metropolis of the United States extends some 25 miles along the southwestern shore of Lake Michigan. Beyond the downtown skyscraper section of the city lie the industrial and residential parts of the great city.

Chicago is the railroad and aviation center of the nation. Among the thousands of industries to be found in Chicago, the largest are meat packing, machinery and tools, food products, paper and printing, drugs, chemicals, paints and varnishes, clothing, and iron and steel.

Downtown Churches

In addition to the Holy Name Cathedral, at State and Superior, where the opening Pontifical Mass of the convention will be sung, there are several other churches in the downtown Chicago area. Just back of the hotel at Wabash and 9th is Old St. Mary's. On Madison Street, between Clark and La Salle, will be found the new St. Peter's Church, which was opened in the fall of 1953. Just west of the downtown section of the city is old St. Patrick's, at the corner of Adams and Desplaines. In the outlying districts are to be found some of the most beautiful churches in the United States.

It is unfortunate that the busy delegate to the convention will not have a great deal of time to make an extensive tour

of the city. It is a vast city, a city of a million families, some of them living in poverty, some in great wealth. It is a city of congestion and of spacious living. It is a city of many nationalities and races and creeds. It is a city of industry and commerce, a city of banking and of meat

packing. It is a city of bungalows, big homes, and of large apartments, a city of smoking steel mills and beautiful parks. It is a city of churches, schools, and hospitals. It is a great metropolis, but despite its size it is still a friendly city. It is our home—and we love it.

CONVENTION BRIEFS

Time and Place

The 51st annual convention of the National Catholic Educational Association will be held during Easter Week, April 19-22, at the Conrad Hilton Hotel in Chicago, Ill.

For this year only the convention will open on Monday in Easter Week (April 19) and will close at noon on Thursday, April 22. This temporary departure from the traditional meeting days of Tuesday through Friday was caused by another commitment of the Conrad Hilton Hotel.

Local Committee

His Eminence Samuel Cardinal Stritch, Archbishop of Chicago, is honorary chairman of the Chicago committee on arrangements. The active general chairman is Rt. Rev. Msgr. Daniel F. Cunningham, superintendent of schools for the Archdiocese of Chicago.

Accommodations

Hotel reservations should be addressed to: Edward A. Janus, Reservations Man-

ager, Conrad Hilton Hotel, Chicago, Ill.

The hotel is making available a limited number of rooms for Sisters at the special rate of \$3 per person per day, with three or four persons to a room.

For reservations for rooms at convents, Sisters should address: Rev. David C. Fullmer, N.C.E.A., Convent Housing Bureau, 205 West Wacker Drive, Chicago 6, Ill.

Altars will be erected in the Conrad Hilton Hotel for priest delegates. The facilities of the nearby churches also are available.

Information

Inquiries in regard to local arrangements should be addressed to Rt. Rev. Msgr. Daniel F. Cunningham, 205 West Wacker Drive, Chicago 6, Ill. All other information is available from the office of the secretary general of the Association, Rt. Rev. Msgr. Frederick G. Hochwalt, at 1785 Massachusetts Ave., N.W., Washington 6, D. C.

The Program

Monday. Solemn Pontifical Mass at Cathedral of the Holy Name at 10 a.m. His Eminence Cardinal Stritch will celebrate the Mass and Bishop Hoban, president general of the Association, will deliver the sermon. Formal opening of exhibits at Conrad Hilton Hotel at 12:15 p.m. Civic reception at 2:00 p.m., Most Rev. Edward F. Hoban, president general of the Association, presiding. Greetings by Samuel Cardinal Stritch, and the city, county, and state superintendents of schools. Key-note addresses by Most Rev. Fulton J. Sheen and Colonel Irene O. Galloway, commander of W.A.C.

Committee meetings from 2:00 to 4:00 p.m. The general executive board will meet at 8 p.m.

Tuesday. Separate meetings of the seven departments of the N.C.E.A., with formal papers and general discussions. The minor seminary department will have a special meeting for its vocations section in the afternoon. Annual superintendents' dinner at 7:00 p.m. The new special education department will hold its first panel meeting at 2:30 p.m.

Wednesday. Separate meetings of all departments. Joint luncheon of major and minor seminary departments at noon, with address by Very Rev. G. H. Guyot, C.M., who will speak on the "Immaculate Conception." This luncheon will be at the Seminary, Mundelein, Ill. A special meeting of the college and university department with the American Catholic Philosophical Association will be held at 8:15 p.m. Topic: "Application of Philosophy

to Education." Speakers: Very Rev. Michael J. McKeough, O.Praem., and Rev. Leo R. Ward, C.S.C.

Kindergarten meeting at 9:30 a.m. Supervisors' meeting at 2:30 p.m. Reception for alumni and friends of C. U. of A. at 5:00 p.m.

Thursday. Concluding meetings for departments. Executive committee of college and university at 11:00 a.m. Closing general meeting at noon.

Business Education

The Catholic Business Education Asso-

ciation (which is not a formal part of the N.C.E.A.) will hold its ninth annual convention on April 21 and 22 at the Palmer House in Chicago. This will give the members of the C.B.E.A. a chance to attend both conventions. The theme of the C.B.E.A. convention will be "Psychological Aspects of Job Promotion."

For further information write to the publicity chairman, Brother Leo V. Ryan, C.S.V., Spalding Institute, Peoria, Ill. For hotel reservations consult Sister M. Theresse, O.S.F., Madonna High School, Aurora, Ill.

New Department for N.C.E.A.

A Department of Special Education has been organized by the National Catholic Educational Association according to a recent announcement of the secretary general Msgr. Hochwalt.

Rev. William F. Jenks, C.Ss.R., who has been directing the Visually Handicapped Institute at the Catholic University of America, will be in charge of the new department of the N.C.E.A. He will endeavor to plan a program for the exceptional children in the parochial school system: the mentally retarded and the slow learners; the defective in speech; the blind and the partially seeing; the deaf

and the hard of hearing; the socially maladjusted; the homebound child, the hospitalized child, and the emotionally disturbed; children with lowered vitality; the gifted; and the crippled. Specially trained teachers are needed for each of these classes of exceptional children.

The Department of Special Education, the seventh department of the N.C.E.A., is the result of combining the two sections on the blind and the deaf. The six other departments are: Major Seminary, Minor Seminary, College and University, Secondary School, School Superintendents, and Elementary School.



The pupils of St. Joseph's School in Makawao, Maui, Hawaii, observed Vocation Week in 1953 by impersonating members of religious orders and the secular priesthood. Sisters represented are: Standing—Sacred Hearts, Daughters of Charity, Dominican, Sisters of St. Joseph (nurse), Franciscan, Good Shepherd, Precious Blood; Sitting—Holy Cross, Carmelite, Sisters of St. Joseph (teachers), Maryknoll, Franciscan Missionaries of Mary, Daughters of the Holy Ghost, Holy Family, Presentation of the Blessed Virgin Mary, Marist. Priests and Brothers are: Standing—Passionists, Dominican, Sacred Hearts; Sitting—Secular Priests, Marist, St. John of God Brothers, Capuchin, Holy Cross.

Mary's Teachers Rally Mary's Children Under Mary's Banner

*Sister Mary Amatora, O.S.F. **

YES, dear fellow teachers, the "children's crusade for Mary" is on! The tremendous volume of response to the invitation to join this project for our Lady as suggested in the January issue of this JOURNAL was beyond all expectations: Another proof that it is our Lady's own work! (And not ours.) Her special friends are still children and youth. Her zealous religious teachers (and some lay teachers and organizations) are forming for her an army of children, now beginning their training in the method of *total consecration* to her Immaculate Heart!

A threefold need has prompted this follow-up article: (1) further clarification of a number of points raised as more information was asked along with many of the more than 1000 requested outlines; (2) an opportunity to pass on to other readers at least a few of the comments made by hundreds of individual teachers; (3) this is *vocation month* and the *vocation number* of this JOURNAL. There is no better way of watering the seeds of vocation in the young than by helping them to develop a deep *interior union* of the soul with Christ through closer union with Mary; and that is precisely the spiritual objective of the "children's crusade for Mary."

(First of all, we wish to thank the editors of the CATHOLIC SCHOOL JOURNAL for granting last-minute, precious space in an already crowded *Vocation* number.)

Some Points Clarified

1. This method of *total consecration* can be taught to everyone, from kindergarten through college.

2. The same general outline can be used for all elementary grades and high school. It is flexible. It only suggests ways of *eliciting ideas from the pupils*. A first-grader's ideas will differ from those of a sixth-grader, even as those of the latter will differ from the ideas of a high school student. The outline is intended as an *organizational guide* for the teacher at any

level. The children themselves are to plan what they *want* to do, what they *can* do, and *how* they can do *all for* and *through* and *with* Mary.

3. A warning: Never let this "crusade" become teacher dominated, only *teacher guided*. If the child develops this Marian *way of life* during his school years because of his own conviction, it will remain. Teacher-dominated projects are soon discarded.

4. Materials: Many letters asked more information on *what* materials to use, and *how*. An individual copy of *The Queen's Secret* should be in the hands of *every* Catholic child from second grade through high school. He can carry it with him, as he does his prayer book, read and re-read, month after month, year after year. (And get a new copy when it is worn out or lost. It costs only 25 cents.)

Religious themselves know that *more* and *more* of this "secret" of the Queen is imparted by the Holy Spirit to the soul with each *prayerful* re-reading and meditation. In a lifetime one can never learn completely how to live as perfectly as did our Lady. Yet children who have had systematic training for eight or twelve years in a Catholic school should have a good foundation.

The Queen's Way serves as additional reading material, further clarifying the method of making one's *total consecration* actually function in the ordinary duties of daily life. *Every* child from the fourth grade through high school should also have his own personal copy of this handbook. It, too, should be read and re-read year after year by the children that *living* for Jesus through Mary may become *habitual*. This takes patient practice year by year. (This book is only 50 cents.)

5. How to get the books: Some teachers are worried about finances. Either they are in a poor locality, or they fear the pastor will disapprove of their having the children bring the 25, 50, or 75 cents for one or both books. Answer: If the children themselves want a personal copy of the book or books, they will gladly sacrifice

a few candy bars, cokes, and movies, etc., until they have saved the amount needed. Furthermore, if secured in this manner, it will be treasured more highly and used more frequently. Perhaps the more fortunate will help supply *mission* schools who want to join the "children's crusade for Mary."

6. Note to teachers: The discount on classroom orders will enable teachers to have a few extra copies for poor children who really cannot afford them. With each classroom order of *The Queen's Way* and/or *The Queen's Secret*, one outline book is given free.¹

The Crusade Is On!

The interest, zeal, encouragement, and prayers for its success voiced in so many letters indicate clearly that Mary has won! Her own "children's crusade" is on! In order to rally still more teachers to Mary's cause, here are given a few of the expressions repeated in hundreds of letters:

"We are eager to do all in our power to spread the idea"; "It is just what we have been looking for"; "We have a weekly Marian day"; "We have been most anxious to teach this total consecration to the children"; "We hope *every* school will put on a very *active* crusade"; "The launching of this project is a *challenge* to all Sisters for our Lady's cause"; "This is just the 'boost' we needed"; "For years I have been familiar with St. Louis' method of devotion to Mary, but never felt that I could adequately explain it to children of elementary grades"; "This project will prove the greatest of all devotions to our Lady"; (Remember, its essence is *interior*! It's the child's soul that must be Mary-moulded! — *Author*.) "I'm starting at once with my high school freshmen"; "with my first graders"; "with my seventh graders"; "It is an inspiration for *action*"; "We'll pray for the speedy spread of this 'children's crusade' for Mary"; etc.

The prayers and sacrifices of several million children could lead an adult world back to God through Mary.

Thanks, dear Sisters, for your prayers and your splendid co-operation with our Lady's project. If all of us ever remain humble little slaves of love of our Queen, she'll do the work, though we but be and remain her poor instruments. Let's keep it up, pray for, and encourage one another until every Catholic child in America is *living* in union with Jesus through Mary.

¹All three available from the author at 1021 North 14th St., Lafayette, Ind.

*Research Professor of Psychology, St. Francis College, Fort Wayne, Ind.

Activities for Vocation Month

St. Benedict and St. Scholastica

The Founder and His Followers

*Sister M. Seraphine, O.S.B. **

CHARACTERS:

Benedict, Scholastica, Marus, Placid, nurse, priest, two nobles, young nun, First Narrator, Second Narrator, St. Augustine, St. Gregory, St. Boniface, St. Meinrad, St. Gertrude, Modern Nun, motto carriers (if desired), other nuns (at least one), other monks (at least two).

[Two school children walking across the stage.]

2ND NARRATOR: Yesterday, while you were absent Sister told us a good story about St. Benedict and St. Scholastica. She even told us about why they're called Benedictines, and that we'll be Benedictines in heaven. Did you ever hear how the order began?

1ST NARRATOR: How did it begin?

2ND NARRATOR: Have you read *Hero of the Hills*? The life of St. Benedict their founder is told there.

1ST NARRATOR: Well — yes — but I can't remember much about it. How did it begin?

[Narrators seat themselves at the right front. From other side enter the three runaways — Benedict, Scholastica, and their nurse.]

BENEDICT: We should be coming to some good caves soon.

SCHOLASTICA: Yes, I hope we do, but oh! this is already so different! [Make many short steps and at center of stage say:]

BENEDICT: This looks like a good place for you two to stay.

SCHOLASTICA: It will be so peaceful here and we shall not have to worry about anything but our souls and God.

NURSE: This is a very good place. We can easily praise God here.

BENEDICT: The pagan Rome will not catch up with us here.

SCHOLASTICA and NURSE: Thanks be to God!

[They kneel in prayerful attitude.]

BENEDICT: I shall find another cave farther on. God bless you. [He leaves.]

[As the narrator speaks, Scholastica and Nurse quietly exit.]

1ST NARRATOR: Did Benedict find a good one?

2ND NARRATOR: Yes, a very good one at Subiaco. He stayed in it for three years. Then others found out about his sanctity and insisted that he help them save their souls. Finally he consented and in time, a short distance from there, a great monastery had been founded. We know it today as Monte Cassino in Italy.

1ST NARRATOR: Weren't there two little boys with Benedict at Subiaco?

2ND NARRATOR: Why — Yes —

[The two nobles enter with Maurus and Placid from left. Benedict enters from right.]

1ST and 2ND NOBLES: Father Benedict, we've brought you our sons. Will you take them into your monastery? Their names are Placid and Maurus.

BENEDICT: Would you really like to be monks, my sons?

MAURUS: Yes, Father Abbot. I'd like to be a monk but not in Rome. I want to serve God here.

PLACID: I want to serve God here, too. I like Subiaco.

[Actors step off the scene.]

2ND NARRATOR: The two boys were very young. Maurus was about 12 and Placid only 7. They stayed with Benedict and their tender hearts were filled with his teachings. There are many events told to us that prove their sanctity. God did great things through them. They learned well how to serve God. This is one of the stories told about them. It happened very soon after their arrival at Subiaco.

[Maurus and Placid get dressed as monks.]

BENEDICT: Maurus.

MAURUS: You wanted me, Father Abbot?

BENEDICT: Go at once to the lake. Our Brother Placid is in danger of his life.

MAURUS [on his way]: Placid is such a little fellow. Dear Lord, don't let anything happen to him. Dear Father Benedict, pray hard!

[Benedict stands with outstretched hands.]

BENEDICT: O Lord, who has said, "I came not to do My own will, but the will of Him who sent Me," grant that these Thy sons, imitating Thee who became "obedient unto death" may see manifest Thy great pleasure

at man's obedience, that thereby they may hasten on the "narrow way that leadeth to life." Through Christ our — [Enter boys hand in hand, little Placid exhausted.] Today, both of you have learned the value of obedience.

MAURUS and PLACID: Obedience, Father Benedict?

BENEDICT: Yes, Maurus went at once to your rescue, Placid. He didn't stop to question me, to ask what the trouble was. Oh! my sons, obedience is a wonderful virtue. Without it one cannot enter the kingdom of heaven.

MAURUS: But it was you who did it. As I was running to the lake I asked you to pray for us both. When I got there I walked right out on the water. Placid was nearly gone. Only when we got back on shore did I realize what I had done. Father Abbot, what should we have done without your prayers?

PLACID [recovering]: It wasn't Maurus who saved me, Father Abbot. It was you. Thank you so much. Next time I go for water I shall be more careful.

[They step off stage quietly, to the right.]

1ST NARRATOR: I like that story. Did the book tell about the death of Benedict and Scholastica?

2ND NARRATOR: Yes. Their end came soon after the last of their yearly meetings.

[Several nuns enter from left led by Scholastica in rank formation.]

SCHOLASTICA: What delays my brother? [Benedict and a group of monks come in opposite entrance a short time later.] Brother, I thought you'd never come!

BENEDICT: It's not like you to be impatient. What's the trouble?

SCHOLASTICA: Nothing really, although lately I've not been so well. Benedict, do you ever feel that time is growing short? One of these days we shall be called to heaven.

[They are seated around a table placed on stage by narrator.]

BENEDICT: Sometimes. After all, we're not young any more.

SCHOLASTICA: Sixty-seven years old. That's a good lifetime.

2ND NARRATOR: The visit continued until evening when Benedict prepared to go home.

SCHOLASTICA: Benedict, let us hear you speak more about God and heaven. Surely it wouldn't be wrong to spend the whole night in such a way.

BENEDICT: The whole night? Away from my monastery? Sister, do you realize what you are saying?

[Scholastica prays with bowed head. A

*Mount St. Scholastica, Atchison, Kans.

storm arises. Noises are heard for thunder. Light flashes also.]

BENEDICT: God forgive you, Sister! What have you done?

SCHOLASTICA: I asked you to hear me and you would not. I asked the Lord and He heard me.

2ND NARRATOR: Benedict departed the next morning at dawn, after a night of beautiful conversation.

BENEDICT [*gives his blessing and departs*]: May almighty God bless you. In the name of the Father and of the Son and of the Holy Ghost. Amen.

[*The nuns watch the monks as they leave.*]

SCHOLASTICA: I wonder if he knows?

YOUNG NUN: Knows what, Mother?

SCHOLASTICA: That it's the end of the road.

YOUNG NUN [*turns to one side and speaks quietly*]: The end of the road? But we haven't started our journey. We have a mile to go yet.

2ND NARRATOR: Benedict in his cell two days later saw the soul of Scholastica go to heaven in the form of a dove. Benedict prophesied his death for March 21. On March 21, 547, at dawn—

BENEDICT [*at one side of stage, in his cell. Two monks are with him*]: Take me to the oratory. [*The two monks help him walk and others follow in procession. They are sad and hold heads low.*] Don't grieve. I won't leave you alone. [*At the other side of stage, the Oratory, the procession goes to the altar where a brother priest gives Benedict Holy Viaticum. Then while all are praying and watching he bows his head and dies.*]

A MONK: God has taken his soul.

[*They leave quietly while narrator speaks.*]

2ND NARRATOR: The saints' lives were as holy and peaceful in death as they had been in life. Benedict's mottoes best known to us are, "Ora et Labora—Pray and Work," and "U.I.O.G.D." which means "Ut in Omnibus Glorificetur Deus—That in all things God may be glorified." Benedict's work did not end with his death.

[*Motto bearers may carry mottoes during this time.*]

1ST NARRATOR: Oh, no—his Rule and Religious Order have spread throughout the world. Remember what our history says about the work of the Benedictines? A few of the greater saints are—

ST. GREGORY THE GREAT: I, St. Gregory, at first governor of Rome, became a Benedictine monk. At first I was an ordinary monk; then the Pope called me to Rome. I became very interested in the pagans of England. Some time later, I was made pope and ruled the Church for 14 years. During this time schisms were healed, savage tribes of invaders were made Christians, particularly the people of England. I wrote the life of

St. Benedict. The Church music known as Gregorian chant was revived during my reign. I am now known as a Doctor of the Church.

ST. AUGUSTINE: I, St. Augustine, and forty Benedictine monks landed at Canterbury in England. Soon monasteries were started all over Great Britain. From each of these centers the monks went out as missionaries. They preached to the wild pagan tribes and baptized them. In time England became a Catholic country.

ST. BONIFACE: I, St. Boniface, was sent by the pope from England to Germany. He made me bishop over miles of bleak, cold marshes and dense forests. This was the home of sturdy untamed people who had made martyrs of so many Christians. With the help of other monks most of the people were brought to Christ and even united into a nation. The Church was set up in northern France and Belgium. Then, while working in the Netherlands, I found my martyr's crown that I had so longed for.

ST. MEINRAD: I, St. Meinrad, was a hermit in Switzerland. Today in that same spot stands the great Benedictine monastery of Einsiedeln. Piles of crutches can be seen where they were left when cripples went away cured. Many people make pilgrimages to this place. Ten thousand people sometimes kneel in the vast church.

ST. GERTRUDE: I, St. Gertrude, was born in 1263 and when five years old was placed in a Benedictine convent for education. God

blessed me with special graces of learning and virtue. Jesus and Mary often spoke to me in visions. In obedience I recorded some of these visions. For 40 years I ruled my abbey with perfect wisdom and love. My entire life was one of great and almost continual suffering. Finally, in 1334, when 72 years old, Jesus relieved me of my sufferings.

MODERN NUN: I am a Benedictine Sister from any one of the many convents on the globe in this year, 1954. It may be my work to teach, nurse, convert pagans, or perhaps perform one of those many blessed tasks of kitchen or grounds. No matter what the job all that counts is that God be glorified and that souls be saved. St. Benedict's Rule is ever the pattern of my life. *Ora et Labora* is practiced at all times making work a prayer and prayer a work.

2ND NARRATOR: The Holy Rule has served as a guide to religious houses, of which at one time there were 37,000 in western Europe. Men from all states of life used it as their guide or profited from its influence.

[*Procession of queens, statesmen, laborers, business people, and children, if desired.*]

Through St. Benedict and the monks of his Order the Church changed the course of Europe's history. Wherever Benedictines worked, men began to understand democracy, Christian dignity and gentleness. Benedict set up a pattern for Christian living. Europe's civilization was stamped with that pattern, and so is ours.

What Katy Did: A Marionette Show for Vocation Day

*Sister Paschalis, O.S.F. **

ACT I

VI [*walks down street slowly, and upon approaching fence sings out, waving*]: Hi, Sue! Working hard?

SUE [*diligently searching the bushes*]: Uh huh. Looking for praying mantids or something. If they're anywhere, I ought to find them here.

VI [*raises arms questioningly, then lowers them again*]: Praying mantids! [*Gesticulates wildly.*] What in the world are they doing here? I didn't know Sisters were interested in hide-and-go-seek!

SUE [*looks up, then waves arms as though explaining*]: Silly! I'm looking for bugs.

You know, a kind of insect remarkable for its grotesque form, and for holding its stout anterior legs like hands folded in prayer, hence often called a praying mantis.

VI [*dubiously*]: Oh, yes, Professor, I see! [*Then brightly*] Which reminds me—Did you hear the latest?

SUE [*cocking head*]: Oh, is it out already?

VI [*stepping closer*]: Fresh off the press! Just found out and rushed over to tell you. Kate is going to the convent next month!

SUE [*waves arms deprecatingly*]: Tell me something new! She does that pretty often—what with two aunts and a cousin nuns! [*Continues search.*]

VI: But Susie! She's going to stay! She's going for good! She's going to be a nun!

*Sisters of St. Francis, Dayton, Ohio.



Opening Scene of the Marionette Show.

SUE [*stops search and steps closer to fence*]: A nun! Kate a nun? No! You must have been listening at the wrong keyhole. Fess up!

VI: Honestly, Sue, she is. I just met her over at Gallaher's. She dropped a hint over the cokes. I thought she was stringing me, so I played along. It was really good, I thought—that is—until I found out she was serious. Golly! Can you feature our Kate a nun?

SUE: That I'd have to see to believe. You always *were* easily taken in, Vi. Why, Kate just isn't the type. Why, she's chairman of the senior prom committee, class president, editor of the *Acorn*, swimming champ for good old Bigtown, and—and—the life of the party wherever she goes. You're crazy!

VI [*thoughtfully*]: Yes, that's what I thought until she showed me the letter of acceptance she got from the Reverend Mother.

SUE: Oh, that's quaint! Why would Kate of all people want to be cooped up in a silly old getup out of Noe's ark? Why, she'd trip on her train the first day and die of a broken neck. Besides, just imagine Kate surviving a week on her knees! She'd simply die of callouses! [*Rubs knees.*]

VI: Yes, that's what I told her; she'd be back in no time.

SUE: What did she say to that?

VI: She said: "Listen, my children, and you shall hear
What my good friends think
of Katie so dear. . . ."

SUE [*shading eyes and looking to the left*]: Well, see who approacheth down yonder lane!

VI: With a twinkling eye and a flowing mane!

KATE: Our own fair Kate, so fickle and vain! Hi, gals! You look slightly guilty. Who've you two been picking apart now? Golly, my back's sore. [*Rubs back.*]

SUE: You, Katy did!

KATE: And what have I done now?

VI: Not what Katy did—but what Katy "will have did" come next month. [*Puts arm around Kate affectionately.*]

KATE: Oh, that? I thought maybe it was something *really* serious.

SUE: You mean you're *really*—!

KATE: Really going to be a Sister of St. Francis! Don't you think I'm good at keeping secrets? Why, you've never guessed it, and I've been practicing for the past two years!

SUE: Two years! You clam! And we all thought you were doing penance for your frivolities when you turned down that Saturday dancing school scholarship and gave the excuse that you couldn't do that and peel potatoes at the old folks' home at the same time.

VI: It'll be a dull life after all you've had here, anyway.

KATE: You think so? Come to visit me the third Sunday of the month [*that's visiting day for the postulants*] and I'll tell you all about it.

SUE: Kate, I can't picture you a Sister. [*Folds hands.*]

VI: Or a teacher with a bunch of goo-goo eyed kids. [*Motions wide.*]

SUE: Or a sedate, dignified, haloed angel. Why—why—you'll just bust! [*Flaps arms and takes still steps.*]

KATE [*laughs*]: Just watch me! But I've some shopping to do. Tra-la-la! I'll be seeing you!

VI: Don't worry—we will, too.

SUE: If you're still alive by that time.

[*Curtain*]

ACT II

VI [*seating herself*]: Let's wait for her here, Sue. This must be the place where Sister said she'd tell Kate to meet us.

SUE [*sitting on bench facing Vi*]: Golly, Vi, I can hardly wait to see Kate! Do you suppose she'll look anything like she used to?

VI [*raising hands*]: Oh, no! She's a postulant now! Postulants wear long clothes and veils and go around with their eyes shut and keep quiet most of the time.

SUE [*shaking a finger*]: I'll bet Kate doesn't keep quiet for very long at a time, and I know she won't miss much. Her father used to say that she had been vaccinated with a phonograph needle.

VI [*seating herself*]: Sh. Here comes a nun now. It must be one of those postulant people.

SUE: Maybe it's Kate. Do you think it is? She's about the same size, but she isn't gawking around like Kate does.

VI: It doesn't walk like Kate.

SUE: How can you tell with all those clothes on?

VI: Let's ask her. [*Enter novice . . . both rise and Vi steps forward.*] Pardon me, but are you Kate?

SISTER: I'm Sister Ann. Kate is a postulant. She'll be along in a minute.

SUE: Oh, aren't you a postulant?

SISTER [*laughing*]: Oh, no! I'm a novice. BOTH GIRLS: A novice!

VI: What's that? I thought girls studying for the Sisterhood were called postulants.

SISTER: Well, the first six months in the



Students and Teachers at the Marionette Show.

convent the girl is known as a postulant. She is given that time to find out just what religious life is and to decide whether she really likes it and is fitted for it.

VI: Oh! I thought you began being a Sister as soon as you came in the door.

SISTER: The postulancy also gives the community a chance to judge whether the girl would make a good nun. It is a time of probation—of testing.

SUE: You mean they can really leave and go home if they don't like it here?

SISTER: Of course! Any postulant is free to leave at any time.

VI: But you haven't answered my question. What is a novice?

SUE: Yes, what are you?

SISTER: If, after six months, the girl wants to stay and they want to keep her, an investiture ceremony is held in which all the postulants dress like brides and are formally received into the Congregation as novices. The dress of the novices is the same as that of the Sisters except for the white veil.

VI: Oh! Then after six months you become a Sister?

SISTER: Not so fast, Friend. The period of novitiate lasts two years, during which time the novice is free to leave at any time as she has not taken vows. The first of the years in the novitiate is compulsory by canon or Church law. During this year the novice studies the rule and constitutions, the obligations imposed by the vows, and is grounded in the spiritual life.

SUE: Whew! A year of that and Kate will be so heavy headed that no halo will fit her.

SISTER: I doubt that. Our novice mistress is always reminding us that the pose of a bowed head and long face ill becomes one consecrated to Christ. We must strive doubly hard for the virtue of cheerfulness—first as Spouses of Christ—and second, as true followers of St. Francis.

VI: What do novices do during the second year?

SISTER: They become acquainted with the external works of the Congregation.

SUE: Then they become nuns?

SISTER: Not exactly. That is, after profession they're still on trial for three more years, at the expiration of which they can still leave if they choose.

VI: Do you mean to tell me that a girl in the convent five and a half years can leave? I didn't know that!

SISTER: Oh, yes! She can even leave after she has taken the final vows, provided the proper dispensation has been obtained. But very few ever seek such a dispensation.

SUE: Well, I hope not! If a girl doesn't know whether she has a vocation after five and a half years of the life, I don't see how she'll ever know.

DID YOU HEAR?

Did you hear the robin sing this morn,
His silver notes like thrilling trumpet tones,

Liquid notes, like some young stream that runs

Fast o'er shiny pebbles? Merry tones
Like rippling laughter of an innocent child

Lost in childhood's fairyland of dreams?
Did you hear him sing his song of praise,

A *Te Deum* to the Creator? It seems
His heart must burst with joy this early morn.

Did you not think his song was one of courage?

Crystal clear he sings—do you not hear?

He flings his message to the weary world,

"Lift up your hearts to sing—and do not fear!"

—Sister Mary Lenore, O.S.B.
St. Thomas More School
La Crosse, Wis.

SISTER: I see Kate coming now. You'll be in good hands, so I'll leave you. [*Laughing, leaving, and waving*] Good-by, and don't let Sister Kate do all the talking.

BOTH [*rising*]: Good-by, Sister Ann.

SUE [*leaning on bench, and facing Vi*]: Why, Vi, it all sounds so reasonable.

VI [*as Kate enters she points to Kate*]: Why haven't you told us these things before?

KATE [*leaning forward, extending one hand to each*]: Hi, Gang! [*Claps hand over mouth*]

I mean, good afternoon, girls! Before when? Who told what? When? Where? How? Why?

SUE: Kate, you darling! You look swell!

VI [*indicating a turn with hand*]: Let's see you all around.

SUE [*dropping to bench again*]: Kate, you look wonderful!

VI [*raising both hands in surprise*]: Why, you look as though you actually enjoy it!

SUE: You look so contented!

KATE [*leaning on bench from behind Sue*]: Naturally! We use Carnation Milk!

VI: Pinch me, somebody. I must be dreaming.

KATE: What's up, Vi?

VI [*bewildered*]: I just can't believe my senses. Why, you're as gooney as ever.

SUE: And just as sweet.

VI: You haven't changed a bit.

SUE: But you had us scared for a minute, though.

KATE: Silly! The convent doesn't take the joy out of life. It simply increases our capacity to enjoy more than our share.

SUE: We want to hear all about it. How often in a week are you allowed to talk?

VI: And why do you have to . . . to not talk, anyway?

KATE: We call it keeping silence. I have found out that if I talk all the time, I don't hear nearly so much. We're in love with our Lord, and we don't want to miss one word that He's saying to us. They have such a hard time getting us to talk that there are two daily recreation periods in which everyone *must* talk. That's just to keep us from drying up.

SUE [*dryly*]: That does sound reasonable. I can just imagine *you* being forced to talk.

VI: Don't you ever do anything but sit around and talk during your recreation periods?

KATE: Yes. We take walks, play ball, tennis, see an occasional movie, put on shows, darn our stockings, and stuff like that.

VI [*incredulously*]: Nuns do all that? I thought you did only dignified things.

KATE: Oh, dear! I guess I'll have to show you around the grounds and buildings and explain things as we go along. You'll learn much faster that way. But first [*she steps to front stage*] I want to remind you girls out there in the audience [*points out and motions around*] that those Franciscan Sisters waiting around for me to get finished know lots more than I do about convent life. Just pop your questions to them. Don't be bashful. Just remember that they were girls once, too. 'By, now. . . .

[*Curtain*]

* * *

The eighth-grade girls with the aid of some of the faculty dressed the dolls, drew the scenery, and with the help of library books on how to manipulate the puppets, they managed to put on this vocation day play. The puppets were storybook marionettes which the children brought from home and dressed in appropriate costumes.

The backdrop to the first scene had a home and a yard depicted on it, and the stage properties consisted of a white picket fence and pieces of evergreen planted in spools to represent bushes. The second act had a backdrop with the mother house of the Sisters of St. Francis, Oldenburg, Ind., sketched upon it. The furnishings consisted of two lawn settees and a number of bushes similar to those used in the first act.

The backdrops were made by the girls with chalk upon window shade material fastened upon cardboard to facilitate rapid changing. The stage was borrowed from a local firm for the occasion.

Join the Religious Army Corps

*Sister M. Walter, O.M. **

"This is the story of the Religious Army Corps. It is a story which should interest every young Catholic woman in the world today. *It can be your story.*"

The members of the senior class looked up apprehensively at their religion teacher. Their classmate, Mary McCarthy, oblivious of their tension, went on:

"The dictionary says that a Corps is a group of people with special training organized under a director."

"Ahem!" signaled a classmate. Mary heard the signal but continued blithely.

"The determination to join the Religious Army Corps is one you must decide yourselves, and only after thoughtful consideration. Inherent in your Church's call upon you to serve by joining the R.A.C. voluntarily, there is a challenge very real and personal to you."

The presiding teacher eyed her star pupil thoughtfully, and then turned and smiled reassuringly at the class. They relaxed, and listened.

"It is a challenge of entering into a world of new experiences, new knowledge, new employment—a world of new associations, new values, new perspectives, and perhaps even a world of unfamiliar lands."

The girl's eyes shone with enthusiasm. "The decision to volunteer is a very important one—important to you and to the Catholic Church. To make the decision you will want to know in a general way, whether you can qualify on the basis of determining R.A.C. personnel. So, to be considered for enlistment you must be a member of the Roman Catholic Church, be between the ages of 16 and 35, as a rule, have ordinary intelligence, have a desire to join, and pass a physical examination."

"If you believe you can meet these qualifications," smiled Mary, "mention the subject to your confessor, visit various religious communities, go to mission exhibits, or write to a religious superior. Today, in the United States, there are 240 orders of women, and you may choose any religious community."

"Assuming they choose you," her eyes twinkled, "the date will be set for your admission. For thousands of girls, this marks the beginning of a new and satisfying experience, an experience in unselfish service which

in the end will bring unexpected satisfaction."

"Your first month," the girls leaned forward hoping to hear the inside story of convent life, "will be devoted mostly to helping the community to get acquainted with you. Personal talks with the one in charge will help her to determine your interests, your experience, and special skills."

The teacher nodded her agreement. "You'll be getting used to the life in the novitiate. You'll like the spirit of camaraderie that exists in such group living and you'll miss your class (or 'band' as they call it) when you are all separated."

"But now," grinned Mary, "you'll be realizing that the discipline isn't so different from that existing in high school, or family life. That at most, it's a bit more restricted. You'll find it reasonable and easy to accept."

"There is a training," pursued Mary, "of six months. Upon completion you will be promoted to the noviceship, and at each step your responsibility increases. As a novice, you will still be going through basic training for a few years. On or about the day you complete this, you'll get new orders. They'll be personal orders, given to you as an individual. They'll be directed to you as a person of certain known aptitudes, abilities, and interests. That's because those who have trained you, and the staff in charge, will decide upon your assignment. Of course, the factors determining your work will be the *needs* of the

Service and your own performance record."

"If you are in a teaching order, unless you have already been trained in this specific field, you will be sent to a training school for study. Whatever your assignment, though, you can be sure that serious consideration will be given to any request you may make for specialized training."

"Your service in the R.A.C. will, from a long-range viewpoint, truly be an investment for the future, an investment which will pay dividends as long as you live . . . and after you die."

"There are, of course, certain responsibilities, you, as a member of the R.A.C. must assume in return. You must, in short, *honestly* and *faithfully* carry out the pledge of your vows. Therefore, before you repeat the words of these vows to the bishop of the diocese, you must, for your own sake, as well as for the sake of the religious order you have joined, understand and accept what those words will mean to you and to the *order.*"

"If you do *honestly* and *faithfully* carry out your vows, then you will find that your enrollment has indeed served you as well as you have served others."

"You'll realize again and again that your career in the R.A.C., your schooling, your experience, and the maturity you have achieved, will contribute to a happier, more successful life in the years ahead."

"To most members of the R.A.C. their Service has proved to be a truly fine adventure into a new and full life, from which they have gained much, and from which they will continue to gain. It is a worthwhile experience, an experience they will tell you, which none would have wanted to miss; an experience which they believe will benefit them in future years as much as it benefits



Students of the Eighth Grade at Visitation of Blessed Virgin Mary School at Mt. Pleasant, Pa., viewing their religious vocation posters. The Vincentian Sisters of Charity are the teachers.

*Sisters of Mercy, 69 South State St., Concord, N. H.

them today. Ask them why. You'll get nearly the same answers from each: What are those answers?

"They're a sum total of many benefits . . . spiritual and practical . . . each has received for loyal service as a member of the R.A.C. . . . benefits which will come to you if you enlist."

Satisfaction:

"You will gain a great personal satisfaction in serving your Church, because of the moral and spiritual principles involved, and too, because of the broader understanding of the *art of living* which will come to you."

Security:

"You will gain the security of an assured future . . . housing, food, clothing. Too, you will be provided with medical, hospital, and dental care."

Member of the Team:

"Wherever you serve, in the U. S., or in a foreign land, you'll be an important member of the team; training together, working together, guiding and assisting each other in a common effort. Men religious consider that the members of the R.A.C. do a useful job and do it well. They respect and are proud to have them working with them in religious service, and the women are proud to work with them."

As a member of the R.A.C. you will gain broader administrative or technical experience, and know-how, than you might have gained in the same period of time any place else. You will have learned to work under conditions requiring your best efforts and limitless devotion which makes for fine training, applying your capabilities and experiences to any field of endeavor which you might undertake.

"Living and working together with many different people in many different places, will influence your development as a mature person . . . a person who can face up to new ideas and new situations and meet them with sound judgment and action. You'll have a clearer sense of values, a better understanding of human relationships, and the reward of self-discipline."

"You may even go overseas. Today members of the R.A.C. are stationed in many different areas of the world. In some communities you can volunteer for overseas duty."

"This, then, in brief, is the story of the Religious Army Corps. It is a story that quickens the heart as well as the mind, a satisfying story of opportunity and of service. As I said, it *can* be your story, if you accept its challenge, and the Catholic Church hopes that it will be a story you will share with thousands of America's finest young women,

who are, or will be soon serving in the R.A.C. Today, we have 125,000 Sisters laboring in our various institutions; we should have at least 400,000 more. The Church needs *you*. Volunteer when you graduate to serve in the Religious Army Corps."

* * *

Mary McCarthy sat down as the class applauded enthusiastically. "That was splendid, Mary," commended her teacher. "What prompted the *Army Corps*?"

For Middle Grades

Star Differs From Star

*Sister M. Gervase, O.S.U. **

CHARACTERS:

MARY—little school girl; JIM—little school boy; ANGEL OF VOCATIONS; RECORDING ANGEL; ST. ELIZABETH AND TWO SMALL CHILDREN; ST. ANGELA; ANN—little girl accompanying St. Angela; JOAN—little girl accompanying St. Angela; ST. THERESE OF LISIEUX; LITTLE GIRL—messenger from St. Catherine Laboure; ST. ROSE OF LIMA; FIVE BOYS.

STAGE SETTING:

Stage divided into front and rear sections, so that curtain may be closed between them. In the rear section stands a desk on which is placed the book of the Recording Angel.

[*As front curtain opens, Mary and Jim walk slowly onto stage, discussing what they would like to be.*]

MARY: I hate to go to school tomorrow. I wish I would get sick!

JIM: Mary, you shouldn't talk like that—school's fun.

MARY: But how do I know what I want to be when I get big. I'll just make a dunce of myself when my turn comes to read my paragraph.

JIM: Let's see. Maybe I can help you think of something.

[*Both walk slowly, pondering in silence. Angel of Vocations approaches from other side, unnoticed by the children at first, then they look up.*]

BOTH: Oh! Who are you?

ANGEL OF VOCATIONS: I am the Angel of

The girl blushed. "I have been thinking of joining the *Women's Army Corps*, Sister, and as I read their pamphlets I admired the skill in the publicity. I wondered why religious communities didn't write pamphlets as appealing as those for recruits. With this talk in mind I started to jot down phrases which could apply to a religious career. I checked my material with my sister, who is a nun, so you see none of it is wholly original, but so much of it fits."

Vocations. I heard you talking and came to help.

BOTH: Would you? How wonderful!

MARY: Will you help me decide?

ANGEL: Gladly. There is nothing I like better than to see young boys and girls doing something worth while for God and their neighbor. Come with me and we'll take a peek at some of the saints. They have lots of helpful hints.

[*Walk slowly toward one side as rear curtain opens. To the right sits the Recording Angel at the desk. From the left enters St. Elizabeth with two small children.*]

RECORDING ANGEL: St. Elizabeth, will you please tell us how you became a saint?

ST. ELIZABETH: Surely. [*Turns toward audience*] I'm St. Elizabeth, Queen of Hungary. I was not only a queen, but a wife and mother, too. I was very rich, but I used my riches to help the poor. After my husband died, jealous people put me out of my palace home. I lived in a poor little house with my two children, and spent the rest of my earthly life teaching them to love God and their neighbor.

[*Walk slowly off right of stage, as St. Therese enters from left.*]

RECORDING ANGEL: St. Therese of Lisieux lived only a short time, but she became a saint as a Carmelite nun, simply because she did even the smallest task for God and as well as she could.

[*St. Therese moves off right stage, as St. Angela enters left with two small children, carrying books.*]

*Ursuline Motherhouse, Louisville, Ky.

RECORDING ANGEL: St. Angela, the good that you did fills many pages in my book. Will you tell us a little of your life?

ST. ANGELA: I was a nun, the foundress of the Ursuline Nuns whose special work is teaching. These are two of the many little girls whom I taught and helped to become saints.

ANN: We loved Sister Angela, because she seemed so happy to spend all of her time helping us.

JOAN: I'll always remember the Catechism stories which Sister Angela told us. She made it so easy for us to be good.

ANN: As I look down upon earth, I turn again to ask our Lord to send special graces to all Sisters who spend their lives in teaching. *[Walk off right stage.]*

MARY: I never thought of that before. We wouldn't be learning about God now if some girls weren't brave enough to spend their lives as teaching Sisters.

JIM *[teasing]*: I wouldn't want you for my teacher.

MARY: God and I will decide that.

[Little girl runs onto stage, toward Recording Angel.]

LITTLE GIRL: I couldn't bring St. Catherine Laboure to you. She is busy begging God to cure a little boy who is dying of pneumonia.

RECORDING ANGEL: Just as I'd suspect — still interested in the sick and dying.

LITTLE GIRL: Do you blame her? For years St. Catherine spent day and night nursing the sick and dying. She loved those who were suffering and taught them to accept sufferings as the will of God. She helped their souls as well as their bodies. Many girls either join St. Catherine as nursing Sisters or follow her example as lay nurses.

JIM *[to Mary]*: There's an idea. You are always feeling sorry for sick people.

MARY: You're right *[repeats girl's words, pondering over them]*. A nursing Sister — a lay nurse.

[St. Rose of Lima enters.]

RECORDING ANGEL: We have one more saint, who was neither a Sister nor a mother. She lived as a single girl, praying and helping others. St. Rose of Lima will tell you her story.

ST. ROSE: God did not call me to be a Sister. He had special work for me as a lay apostle. As a young woman, I became a Tertiary of St. Dominic. I did not stay in a convent, but among people, helping the poor and needy, and giving good example to those whose faith was weak. *[Exits.]*

MARY: Isn't St. Rose the first American saint?

ANGEL OF VOCATIONS: Yes, indeed, and she is counting on you to be an American saint, too.

JIM: Mary has been shown many ways to become a saint. She shouldn't have a hard time. But how do men and boys get to heaven?

ANGEL OF VOCATIONS: Our time is getting late, but we'll take just another little peek. Wait! Listen!

[Noise of arguing heard off stage. Group of five boys enter stage.]

RECORDING ANGEL *[shaking head]*: Boys must be boys, even in heaven! *[To boys]* What's the commotion?

1ST BOY: I just said that I always liked St. Benedict Joseph Labre. He didn't work, he lived like a bum, and now is a saint. If I had not died so young, I would have followed his example — the life of a bum!

2ND BOY: St. Benedict Joseph Labre is in heaven, not because he was a bum, but because he wanted to be like our Lord, humble and poor. "The foxes have holes, and the birds of the air nests, but the Son of Man has not whereon to lay His head."

3RD BOY: I would have been a priest like St. John Bosco, helping and teaching poor,

neglected boys. Or like St. Vincent de Paul, who went along the street taking care of the sick and suffering.

4TH BOY: It's St. Sebastian or St. George for me! A soldier to fight for Christ!

5TH BOY: I don't know what I would have been. But I would have prayed every day so God would help me choose the right kind of life. I wish I could go back to earth right now and tell all the boys and girls to pray every day to know the best way to become saints.

[Rear curtain closes.]

JIM: I'm glad I stayed. Now I have some ideas too.

[They walk slowly toward center of stage.]

MARY: Thank you, Angel of Vocations. I have so many wonderful ideas, I don't know which to choose. But I'll pray to Our Lady of Good Counsel to tell me what to do.

[Rear curtain opens with choristers and entire cast on stage. All sing: "O Virgin Mother, Lady of Good Counsel."]

NOTE: Any appropriate saints may be inserted or substituted in the play.

A Skit for March

In Praise of St. Patrick

*Sister M. Priscilla, S.S.J. **

The costuming and scenery can be as simple or as elaborate as circumstances permit. We used only the stage curtains for background and closed the curtain but once. We used sheets for the Druids, miters made of construction paper for the pope and bishop, or a white skull cap and white cassock for the pope. Pirate costumes are always plentiful and one-piece shepherd tunics can serve for the minor male characters. Girls' scarfs and long dresses will serve for the despairing relatives' scene. If a Roman soldier's costume is available, the children love to watch St. Martin cut his cloak in half.

[Reader stands just offstage and to the side where he turns toward the players just a bit so as to keep with them. Script may be on scroll or booklet.]

Our program today honors one of the greatest missionaries of all time: St. Patrick, the Apostle of Ireland. We are told that he was born in Scotland, but we are not sure.

*Our Lady of Good Counsel Convent, Plymouth, Mich.

His parents were noble Christians but Patrick did not think very seriously about his faith when he was a lad. *[Boy dressed in short tunic saunters about the stage absorbed in some game or trifle.]*

One sad day pirates pillaged Patrick's lovely home and took the boy to Ireland where they sold him to a pagan priest called a Druid. *[Pirates snatch him from the stage then return when the Druid enters from the opposite side, closes the deal and gestures toward the fields where Patrick is to work.]*

This young lad, brought up in luxury, was then sent to the fields to tend his master's flocks. Thus he worked in heat, cold, rain, and sleet for six long years. *[Poorly clad he trudges about the stage with a shepherd's crook.]*

God made use of this time of slavery to bring the youth closer to Himself. His nights as well as his days were spent in prayer for the poor pagans of Ireland who worshiped idols and were misled by the magic of the

Druids. Patrick learned the Celtic language and many secrets of the Druid priests which prepared him to win the people when he returned as their missionary. *[He has been alternating between prayer on his knees and reading from a scroll.]*

Patrick longed to escape from slavery so as to save these people whom he had learned to love. One fine day his chance came. An angel appeared to him, telling him to go to the sea where a ship would be waiting to take him home. The angel bade Patrick to dig into the sand where he found gold for his needs. *[The angel gestures toward the sea and then toward the ground and he follows orders.]*

After a long and perilous journey by land and sea, the youth reached home. Soon afterward he began his studies for the priesthood. Tradition places him at the monastery of St. Martin of Tours who was his uncle. St. Martin, you know, is the famous soldier who cut his cloak in half to share it with a beggar, only to find that he had helped our Lord in disguise. *[Actions suited to words, if desired.]* Such great charity would surely have fired Patrick's zeal for his future work. *[Taller lad in cassock walks about studying, then sits on a bench or stool and dozes off.]*

The desire to return to Ireland never left Patrick. Voices always seemed to be calling him back. In a dream, a letter was given to him which read, "Come back to Erin. O noble youth and teach us about your God." *[The angel gives him the letter in scroll form.]*

St. Germanus encouraged Patrick to heed the voices that called him back to Ireland. This great teacher of his seminary days was always his faithful friend. It was he who sent the zealous priest to Rome, there to obtain permission to be "The Apostle of the Irish." *[Meanwhile Germanus has joined Patrick and suited action to text. Exit both.]*

[Pope Celestine in white cassock or colored cape appears with two attendants also in cassocks from opposite side. Two others bring miter and shepherd crook crozier, green cape, and pectoral cross at proper time.] Pope St. Celestine gave Patrick a hearty welcome and thanked God for sending him a holy man who longed to trade his noble rank for slavery to Christ in a foreign land. Pope Celestine gave the missionary relics of martyrs to be put into the altar stones of his future churches. *[One of the attendants has carried a small box containing relics. The other attendants appear now for the consecration of the bishop.]* Patrick, the Apostle was then made a bishop so as to ordain native priests and consecrate other bishops. *[Reader pauses until investiture is finished and stage is vacant. Patrick reappears with group of his relatives whom he tries to convince and console.]*

Patrick would indeed become a stranger

and an exile for the love of God. His relatives could not understand why he should go to the edge of the world, as they believed Ireland to be before the discovery of America. It was not easy to leave when all had turned against him but the love for souls spurred him on. *[Relatives walk off in disgust and Patrick takes opposite exit. He reappears with attendants in cassocks, pauses a moment until a Druid approaches from opposite side.]*

When Patrick and his few companions reached Ireland, they were anything but welcome. A Druid raised his sword to kill the Saint but his arm fell rigidly at his side. Not until the Druid had promised to do whatever Patrick asked could he use his arm again. This pagan priest became a Christian and gave the first buildings to be used as churches in the country. *[Action suited to script. Children love this part.]*

[Exit Patrick and companions. Enter King and Druid attendants. Druids shade their eyes and peer across the hill at the Christian fire.]

The greatest step in Patrick's triumph was the event on the Hill of Tara. As our priests bless the new fire on Holy Saturday, so did the pagans of Ireland at one of their festivals held at about our Easter time. All fires were to be put out until the king lighted the fire on that famous hill. St. Patrick and his converts went to the Hill of Slain, opposite Tara, and lighted the Christian Easter fire. The Druids saw the flame and were amazed at

such boldness. The penalty for such an act was death. "Unless that flame is destroyed, O King," they said, "it shall last forever." *[Patrick and companions are pulled onto the stage.]*

Patrick was brought to King Leoghaire and was saved from death by an earthquake. *[Great noise is heard and all characters fall to the floor. Curtain closes to prepare the last scene.]*

After this great day the conquest of Ireland was certain. The king gave Patrick the right to preach throughout his beautiful land. Soon churches, schools, monasteries, and convents were built. The faith was spread so fast that Erin was soon called "The Isle of Saints and Scholars." From those monasteries went saints and scholars into Europe after the Barbarian Invasions, to restore the light of faith and convert the invaders.

When St. Patrick was dying God promised him that the faith which he had enkindled would never die. During the penal times in Ireland, their patron in heaven must have won for them the courage to keep what he had brought them. Truly "There is not a saint in the high courts of heaven more faithful than he to the land of his choice."

[Curtain opens. Patrick, the bishop, is standing on a pedestal. Semicircle is formed by cast who are now in modern clothes and have hands folded in prayer. When reader finishes they may stand and the audience join them in singing "All Praise to St. Patrick."]



A religious vocation booth prepared in March, 1953, by students of St. Xavier High School, Louisville, Ky. The Xaverian Brothers are the teachers.

Definitions and Educational Terminology

Edward A. Fitzpatrick

EPISTEMOLOGY

Epistemology is the science of the theory of knowledge, its origin, nature, and limits, or to put it differently, its extent, validity, and worth; it investigates, analytically and genetically, the essential conditions of knowledge to determine its claim to be a true account of reality; more recently it has become a critical reflection on the assumption and abstractions of sciences with reference to any claims or pretensions or sciences to be final and absolute truth; it is a study of reason itself, its powers and abilities, and its capacity to attain knowledge that transcends experience.

The term was first used by Ferrier in 1854. The epistemological problem was not formally formulated before Locke, nor a true epistemological solution before Kant. Catholic writers regard it as a branch of philosophy and some continue to call the field "criteriology." It is distinct from logic and from metaphysics, and uses primarily the data of psychology.

The educational process is carried on even by professional educators without any definite formal answers to the main epistemological questions as to knowledge and experience, even though implicit answers are at the basis of their activities. They are satisfied with the data of consciousness that the child does and can learn, and are not concerned with the exact nature of the reality it represents or conforms to. The basic epistemological concepts and their psychological foundation at the basis of sound educational practice are:

1. Students exist (I am).
2. Students do learn or know (I know).
3. That the foundation of knowledge is in sense-perception or sense-experience.
4. The data of consciousness is the starting point of the consideration of knowledge.
5. That the senses and the reason, while normally trustworthy, are subject to various errors in particular cases *per accidens*.
6. That the student is the agent of his own knowledge—self-education.
7. That the mind, by processes of reflection, contemplation, meditation, resulting in judgment and reasoning, contributes much to the extension, elaboration, deepening, and organization of knowledge.
8. That the reality revealed by the "ideas"

in his mind is an objective reality called the world of sense or of ideas.

9. That knowledge is validated by the direction of experience and by the consistency of its elaboration far removed from its sense basis but conforming to objective evidence—the ultimate criterion.

10. That man's capacity to know, seemingly unlimited, is actually limited by his inherited capacities and physical constitution, by his experience in the environment or culture in which he lives, in his educational opportunities (Lester Ward), by his personal qualities such as indolence, curiosity, and by the amount of time devoted to it, etc.

11. Knowledge is of various levels or depth, from mere facts to the highest insight or wisdom, or it may extend from ignorance to certitude, with such related states as doubt or opinion or belief.

ORGANIZATION

Organization is the setting up of the personnel and machinery to get something done. With increase of size, numbers, or complexity, organization becomes increasingly necessary for the direction, control, and handling of affairs as well as for economy. It sets up groups of workers, divides responsibilities, duties, and processes to keep things within the ability and scope of those who are directing the undertaking. The dividing of functions and duties, and determining lines of authority and responsibility, conserves special skills, ability, and use.

Thus, we know pretty definitely the factors that make organization. They are structure, lines of authority, responsibility, division of labor, system, discipline; accounting, records, and statistics; and *esprit de corps*, co-operation, "team play"; but when we attempt to determine the parts played by these factors, we find that their relative importance changes with purpose, conditions, and material. We begin to realize that there is an art of organizing that requires knowledge of aims, processes, men, and conditions, as well as of the principles of organization (*Robb, Principles of Organization*—p. 23).

CATECHISM

A Catechism is a compendium of religious doctrine arranged in the form of questions and answers (*Good*—p. 59).

FATHERS OF THE CHURCH

The Fathers of the Church are ecclesiastical writers with four qualifications: eminent doctrine, holiness of life, antiquity, and explicit or tacit recognition by the Church (*Parente*—pp. 102-103).

DOCTORS OF THE CHURCH

The Doctors of the Church are ecclesiastical writers who, not only by reason of the holiness of their lives and the orthodoxy of their doctrine but especially by the eminence of their knowledge, are called Doctors of the Church.

They differ from the Fathers of the Church because it is not necessary for them to live in ancient times, the learning must be really extraordinary, and it is required that this title be conferred on them in a sufficiently explicit way (actually a solemn act of the Pope is needed).

UNIVERSITY, PONTIFICAL

A Pontifical University is a Roman Catholic institution of higher learning whose constitutions are formally approved by the Pope and whose specifically ecclesiastical faculties (namely, theology, canon law, and philosophy) are empowered to confer ecclesiastically recognized degrees (*Good*—p. 439).

NURSERY SCHOOL

A nursery school is a beginning group or class that is organized to provide educational experiences for children for the year immediately preceding the kindergarten and conducted during the regular school year. These groups are sometimes called "preschool groups," "child care centers," "co-operative nursery schools," etc. (*Term defined by the United States Office of Education*.)

IMAGINATION

A mental capacity of human beings to recall past experience as it occurred (memory or reproductive imagination) or to break it up into parts and form new combinations out of the past experience, for example, a mermaid out of a woman and a fish, (productive or creative imagination). One of the strange things in educational psychology is the dropping or avoidance of the word in the past few years.

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THE MISSION OF THE UNIVERSITY

Columbia University Bicentennial Editorial No. 4

The world-wide discussion of the nature of knowledge, of scholarship, and of the university itself being promoted as a phase of the Columbia Bicentennial Celebration should not overlook the *Pax Romana* discussion of the "Mission of the University" at Montreal and Quebec last year. We have emphasized the need for the discussion of the nature of the university itself, apart from all limiting adjectives of its universality. It is particularly in this area that the *Pax Romana* discussion will help and deepen a highly specialized scholarship and broaden a *Ding an sich* that is unrelated to wisdom or insight. A dry-as-dust scholarship will not come to life with all the wishful thinking of a spiritual spontaneous generation. Life must come from life.

Unfortunately, the university is dis-

cussed almost in terms of specialization, and the *Pax Romana* discussion recognizes the inevitable tendency toward specialization, but it also talks about the university as the radiating center of the intellectual life, needing a conception of man and a notion of truth, and of a Christian wisdom and culture. And it believes that the State must ensure the university the autonomy and aid necessary for the pursuit of its end. Though it believes that academic freedom is the most important part of this autonomy, it believes, too, that it, like all human freedom, can never be absolute. It makes a distinction that we do not always make in the contemporary discussion in the United States "if we pass from the field of opinions to that of action, the democratic State will be entitled to intervene whenever the constitutional principles on which it is based are endangered by a subversive attitude." The student himself must come out of the university not only with his specialized knowledge, but with "a certain contemplative sense of truth, teaching him to regard objects not merely as matter upon which man will exercise his power, but as creatures coming from the hand of God."

Two of the general conclusions adopted by the Congress are worthy of direct quotation in the light of the discussion we have been carrying on. The first is:

"This higher education presupposes an integral concept of man and of his place within the community, as well as a right notion of truth. It tends, in the pursuit of its own fulfillment, to give the student, whatever the discipline to which his efforts are devoted, a vision of man and of things in which the true scale of values will be safeguarded, and which will be at once sound enough to resist all the ideological temptations capable of seducing him and flexible enough to receive and integrate all the genuine progress and creations of the human spirit."

From the standpoint of the American discussion, this is an unusual emphasis on a true scale of values and of insight and of wisdom. This is what the degree of doctor of philosophy ought to mean as the highest award of the university. This view gets away from the concept of the university as a place for the mere compilation of information, the tabulating of questionnaires, or the manipulation of statistics. It deals with the mind of man, and the dignity and destiny of man, and it visions an ordered conception of the intellectual life.

Another conclusion specially relevant to our discussion is:

"The vast horizons opened to the searchings of the human mind on the one hand, and on the other the requirements

of contemporary professional life, make the University tend towards a specialization which is in itself inevitable, but which renders more delicate and more difficult the imparting of a genuine university culture at once highly specialized like science and with the wholeness of wisdom. The University as an institution must endeavour to circulate the spirit of unity throughout the whole of the university body."

Here is raised a problem which the absolute acceptance of specialization as the sole function of the university is challenged in the interest of the wholeness of wisdom. It makes the university student not a knowledge monger, but the possessor of a genuine university culture. One cannot help but notice in our contemporary life, particularly as more Europeans come to us, that the professional man trained in Europe has a broader basis of knowledge, more philosophical in content and more artistic in outlook than the person trained in the American professional school. It would be a great thing for America if the Columbia world-wide discussion forces us to re-examine the basis of the university, its culture, and its specialization, and brings us to a purer conception of the university, affected neither by a multiplicity of profitable research contracts, nor by the technological requirements of a highly specialized professional life, nor by the demands of a scholarship which requires a study of "more and more about less and less."

— E. A. F.

KNOW THYSELF

During Vocation Month religious teachers instinctively will remind their students of the urgent need for more religious to fill the teaching positions in our schools and to do God's work elsewhere. Our Lord said to His disciples: "The harvest indeed is great, but the laborers are few. Pray ye therefore the Lord of the harvest, that He send forth laborers into His harvest."

That is a prayer that we can urge upon each one of our students. No one need fear to say that prayer lest it compel him to assume the burden of a state of life for which he does not feel himself fitted. And everyone should pray to know in what work and what state of life he can best serve his Lord.

Lest our students get the idea that vocation is restricted to the religious life we might quote the statement of Thomas Carlyle: "It is the first of all problems for a man to find out what kind of work he is to do in this universe"; and Emerson's assertion: "That which each man can do best, none but his Maker can teach him."

— E. W. R.

Practical Aids for Teachers

World History in High School

*Brother C. Lawrence, F.S.C. **

Two outstanding difficulties are connected with the teaching of world history in high school. The first is that the textbooks are necessarily long and often difficult for high school students to read. The second is that the student has to learn many unrelated names.

The hardships connected with the length of the book and the difficulty of the reading are all the more appalling as the course in world history is often assigned to freshmen. Freshmen read through a page of world history and wonder just what should be remembered from it all. They know they certainly cannot memorize the book. Often there are too many words which the student does not understand and cannot possibly find time to hunt up in the dictionary. As a consequence freshmen are often prone just to leave their book aside and hope to get by on what they hear in class from the teacher or from other students.

Questions for Each Chapter

Most of these difficulties can be removed and much can be learned even by the slow students if a set of questions on the chapter to be studied is supplied by the teacher. The questions should be simple and call for direct statements on the most important facts to be learned. They should follow the same sequence as the text. A student who has listened to the teacher's lesson will already have a notion of what are the more important points. It is an excellent practice for the teacher to omit some items in his lessons to assure himself that the student reads the book. With the help of the teacher's lesson and the questions, students will gamely wade through the text. Gradually the vocabulary will become familiar to them and at least they'll have read their book with some hope of learning the history.

Seeing and Hearing

Learning the many unrelated facts and names in world history is an apparently unsurmountable obstacle for many freshmen. The method of questions to be answered in writing by the students serves as an excellent means to overcome that obstacle. According

to educational psychology the greater the number and the greater the variety of sense contacts with things the easier they are to be remembered. If, when the teacher is giving the history lesson, he uses important names in talking and also writes those important names on the blackboard, the student will have come in contact with that new name at least twice and by two different senses, the ears and the eyes. When answering the questions given for assignment, the student will see the name in his book, write it, and see it on his paper.

Class Corrections

Another means to bring the student in contact with these new names and to save the teacher much valuable time is to have the students correct their work in class. Each student might take a turn reading the answer to a question. Discussions on the right answers will be of much help to the student. It is even advisable to allow the students to write the correct answer on their paper when they find they have made a mistake. The work of correcting in class should be sufficiently rapid that lazy students can't plan to do the writing while the correcting is going on. The teacher can tell the pupil's errors by the number of changes made. This may be made easier by requiring the assignment made in ink but allowing only pencils during correcting time. The teacher should, however, always look at the papers and grade them.

Questions for Tests

A variety of means can be used to help the student to prepare for tests and examinations. Tests are especially beneficial at the end of each chapter. As some chapters are longer than others, the time between tests will not be fixed. It is an excellent practice to require the students to prepare a set of completion questions or a set of multiple choice questions as a preparation for the test. These papers can profitably be used by the teacher to get attention of the students during class review. The students will always be anxious to find out what other students put down for their questions. Often the teacher can use questions taken word for word from

the work of the students in preparing objective tests.

Preparation for examinations might be made in the same way as preparations for the tests. Much of the work can be simplified by using the tests for each chapter. Variations might be made for interest. For example, if completion questions were required for a chapter at test time, multiple choice questions could be used at examination time. It would be advisable to require fewer questions in an examination review than in a test review.

Oral Question Contests

An excellent help to keep students interested in review work for a world history examination is to have an oral question contest in class. The best student stands before the class and answers from memory any question that the students ask. The class members are called on in turn to propose a question. Should a student ask a question which the best student cannot answer, the questioner then goes to stand before the class and answers questions put to him. Extra points for examinations or partial exemptions are great encouragements to the students to try to be the one before the class answering questions when the period ends.

Students will generally cover all the important items to be reviewed and will be successful in their examinations. They will learn to judge which things are important and which are only secondary. They will look forward to the period of world history as a period of adventure and self-expression.

A Summary

1. Simple questions supplied by the teacher, calling for direct statements and following the sequence of the text, are a big help to student judgment in reading the world history text.
2. These questions, answered in writing by the pupils after teacher explanations, break vocabulary difficulties.
3. Writing the answers to the questions and checking the answers in class supply contacts which help student memory.
4. Valuable familiarity with the historical facts can be obtained by the students who are asked to prepare completion or multiple choice tests for each chapter.
5. Chapter tests supply excellent reviews for examinations.
6. Oral question contests in which students strive to seat the best student by asking him questions serve as excellent examination reviews.

*St. Michael's College, Santa Fe, N. Mex.

How to Help Gifted Students

*Rev. Mark Edwards, S.M. **

This article is not concerned with the question of whether or not gifted students should be segregated. The author's primary consideration in conducting the research was how to help the gifted in a minor seminary (grades nine to fourteen). In such a school the classes are small; it is practically impossible to have homogeneous grouping. Although the author's primary concern is the gifted student in a minor seminary, the material presented will prove valuable to any teacher who has superior children in a heterogeneous group.

Among writers who treat the subject, the widespread need for helping the gifted is a commonplace. Catholic literature on the topic is virtually nonexistent. This article purports to present a brief but somewhat complete list of ways to help the gifted in a heterogeneous group.

The article treats helps that the school can give, then helps that the individual teacher can give. This involves a little overlapping, but the broad division is used to be of service to the reader.

The School Helps the Gifted

Mental tests are valuable to help the faculty discover special traits in the gifted.

The faculty should realize the need for the gifted to be as normal as possible in their dealings with the other students. Ordinarily, those who are mentally bright are close to their own age group socially and emotionally.

The intellectual. The school can have special reading programs for the gifted, e.g., reading lists in American, English, and world literature for the different grades, a graded spiritual reading list. It may be possible to offer some instruction in effective study and reading methods for those who need them. The gifted can be encouraged to write for the school paper. Extra work can be done outside the classroom, with a minimum of guidance necessary on the part of the faculty, e.g., helping students learn Spanish and/or German if only French is taught in the school: self-teaching books, with a little help from a faculty member, can achieve wonders. It is probably not possible in the minor seminary to have the gifted attend extra classes. The librarian can prevent the bright



Rev. Mark Edwards, S.M.

student from reading beyond his age, and at the same time provide a well-balanced selection of books.¹

The artistic. The faculty can profitably foster an interest in the fine arts, employ the talent of the gifted in decoration and program presentation, encourage creative activity in art and music. The practical consideration is to provide the facilities for such pursuits; e.g., a music and art room, with helpful and supervised literature, would prove very helpful.

The Manual. Superior students can benefit by such skills as typewriting, mimeographing, the practical arts. The seminary should have rooms for typing, mimeographing, photography, and shopwork, not primarily for the gifted but for all the students.

The activity program. The gifted should be encouraged to participate in the various activities, e.g., the different sports, dramatics, the mission club, the literary club, etc. They are in their own chronological age group, and this aids them spiritually, socially, and emotionally.

The spiritual. The spiritual director (counselor) can do most to help the gifted. In general, the superior child needs more help than normal children. The faculty should take care not to equate intellectual brilliance with pride, not to interpret searching ques-

¹Cf. Sr. M. Bernadette, O.S.U., "What Can the Library Do for the Bright Child?" in *Catholic Library World*, Vol. 20 (March, 1949), pp. 175-176. "The librarian's responsibility to the bright child is to keep him from stunting his own growth by reading beyond his age and to help him develop into a well-rounded Christ-like personality" (p. 176).

tions as "smartness," not to adopt the attitude of keeping such students "in their place." Such attitudes in the director can prove disastrous. The gifted need great understanding, interest, and fairness. The director is in the best position to help the gifted student sanctify his talents and achieve a high degree of personal sanctity.

Individual Teachers Help the Gifted

The ideal teacher for bright students is one who possesses a variety of competencies, deep understanding, a sense of humor, sympathetic interest, and solid spirituality. The autocratic type of teacher cannot handle these students properly.² The principal could with profit talk occasionally on how to handle bright students, stressing the need for the above traits in the teacher as well as the value of having a spiritually and socially well-adjusted student.

One effective way for the individual teacher to help is to bring supplementary material to class. The gifted generally respond and make the best use of such material.³

Plentiful use of the classroom bulletin boards, as well as of the library bulletin boards, can be advantageous. This stimulates interest in a wide variety of subjects related to what is being taught, to give students the urge to do follow-up work on their own initiative.

In class difficult projects can be given to the bright, easier assignments to the others. "Divide the class," for example, "into subgroups doing work suited to them, often on class projects to which each member contributes according to his ability."⁴ For example, the English teacher could have the students publish a small class paper, have the less gifted write on the simpler themes, let the better students handle the more difficult topics and also type and mimeograph the paper.

A teacher interested enough and having the time could start a club, e.g., in mathematics, modern language, reading, literature, science, etc., which can meet outside of class time.⁵ Let the main interest and impetus be on the part of the students. Such a club will attract more students than the bright, but all the students who enroll will profit by membership.

The teacher should allow opportunity for discussion, talks, questions, suggestions in

²Cf. Frank T. Wilson, "Suggestions for the Preparation of Teachers of Gifted Children" in *Elementary School Journal*, Vol. 52 (November, 1951), pp. 157-161.

³Cf. Inez Kelly, "Challenging the Gifted Student" in *School Life*, Vol. 35, No. 2 (November, 1952), pp. 27-28. This article, written by a teacher of mathematics, contains many helpful suggestions for helping the gifted in mathematics.

⁴Ruth Strang, "Guidance of the Gifted" in *Personnel and Guidance Journal*, Vol. 31, No. 1 (October, 1952), p. 29.

⁵Cf. Inez Kelly, *op. cit.*

*Saint Mary's Manor, Pennel, Pa.

class. A prudent and intelligent teacher can always master such situations.

The teacher should try to give more creative homework to the gifted.⁶ If the members of the twelfth grade English class, e.g., are writing short plays for an assignment, the teacher might suggest to a superior student that he try writing it in verse, if he seems to have ability in that direction.

The science professor might make a gifted student his laboratory assistant.

It is helpful for the teachers in their

⁶This is one of the best methods. Cf., e.g., Margaret Hill, "The Gifted Child in Your Classroom" in *CATHOLIC SCHOOL JOURNAL*, Vol. 45 (November, 1945), p. 253; Ruth Strang, *op. cit.*, pp. 26-30; Giles Theilmann, "How Should the Public Secondary School Meet the Needs of Gifted Students?" (summary of presentation of) in *National Association of Secondary School Principals bulletin*, Vol. 37 (April, 1953), pp. 25-28.

private reading to be on the alert for material in which their students might be interested.

Conclusion

Many ways of helping the gifted in heterogeneous groups have been presented in this article. Not all of them, of course, can be used for one student. Gifted students are a precious charge. In our sympathy and anxiety to help slow-learning students, we should not neglect the gifted. We should do all we can to help them realize their great potentialities. A superior student who is spiritually, intellectually, socially, and emotionally sound will make an excellent priest, capable of doing untold good for God and souls.

Enjoying the Short Story

*Sister M. Louis, C.P.P.S. **

To analyze—or not—that is the question which confronts the teacher of English as she surveys the contents of her text. Whether professionally refreshed from a summer session at a university or exuberant with enthusiasm from a trip to the West, she realizes nevertheless that she must wield a masterful stroke in the treatment of certain types of literature, if intellectual enjoyment and literary appreciation are sought. The enormity of the task perplexes even the teacher of experience, for she knows that she must teach both intensively and extensively. There seem to be countless literary gems of interest and importance. How then can she, in common parlance, separate the *sheep* from the *goats*, if goats she can find among the literary pieces in her anthology. Treatment, or manner of presentation, seems to be the answer.

They Like Stories

We shall confine our attention to the study of the short story in the second year of high school although the indicated procedures might be followed more or less in any year. To Clarence Cock-Sure and Kurt Know-It-All the mention of short story evokes a satisfied sigh. They read and enjoyed this type of literature in their first year and, although vacation days have dimmed their alertness and dulled their memories, they do recall that a short story has brevity as one of its constituents. This has an inherent appeal to

them as well as to the diffident Doras, the shy Susies, and the retiring Ruths.

Interest is an almost indispensable factor in the successful learning process. Particularly is this applicable to literature which is studied both for pleasure and for profit. How can a short story be a medium of interest, a source of mental luxury? How can it produce grooves and channels for thought which are easy and pleasing to follow and painful or difficult to abandon?

Varied Attractions

In the short story the adolescent may see youth in his own or other thrilling circumstances, get swift glimpses of people in other locale, taste adventure in foreign climes, experience horror, and thirst for mystery and the preternatural. Since all these experiences can be gleaned in a relatively short time, the short story has an unusual attraction for the young who enjoy streamline speed and efficiency. In presenting a bird's-eye view of life the author and, in turn the teacher, has many facets at his disposal—surprise, detective ingenuity, humor, love, dramatic incident, pathos, and suspense. These should be severally pointed out to the class before a short story is read in order to stimulate interest as well as to appreciate writing technique.

Do Not Dissect

The interested and interesting teacher of English will remember that her class proce-

dures are not to be confused with those of her confrere who teaches biology. Her classroom is not a laboratory where the literary type is placed on the table and dissected through long and arduous analysis. If too much time is spent in discussing introduction, ascending action, complicating incident, climax, denouement, antagonist and protagonist, the sophomore will groan under the weight of *textbook technicalities*. The distinguishing characteristics of the various literary types are best learned after true appreciation has been acquired. Analysis should always be done with moderation, for overemphasis opens the avenues of mental weariness and ultimate disgust. Interest in reading will thus be sacrificed and the twofold purpose of literature—pleasure and profit—will have been struck a deadly blow. Experience has proved that too much literary dissection deadens interest, anesthetizes pleasures, and sacrifices profit. The teacher will find that her class is bored; she will have to use a double amount of energy to arouse her students from their lethargy. Unlike St. Paul, she has failed to plant, hence her successors cannot water nor increase a love for literary heritage.

Be Enthusiastic

If interest is the teacher's goal, how can she get it from the students? In the first place, she must be enthusiastic about her profession. She is the custodian of literary treasures and can dispense them freely and lovingly to her class. She must realize that she presents life and in so doing helps to form character. Second, she must present the short story with enthusiasm, stressing elements that will appeal to youngsters who have a radio complex and a TV craze. Just what are these ingredients? Absorbing incidents, dominating characters, and unusual settings have a perennial appeal. Third, the review or over-all picture must be as varied as the types of the short story themselves.

A Typical Project

To make this exposé specific, let us consider *The Masque of the Red Death* by Edgar Allan Poe. To understand this story fully and to appreciate it thoroughly, the teacher should give a brief autobiography of the author, a morose individual endowed with genius and stricken with poverty. If students are acquainted with his strange personality, if they understand the man who gambled under strange circumstances at college, who resorted to drink and morphine not for pleasure but for oblivion, they will better understand his stories. If they are told that Poe aimed at and achieved single effect—usually horrors with a rigid exclusion of every word not contributing to it, they will comprehend

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his writing more fully and read with greater avidity. If the teacher, borrowing from Poe's epitaph, tells her class that "He was great in his genius; unhappy in his life; wretched in his death; but in his fame he is immortal," she will arouse the curiosity of adolescents to see the master strokes in operation. Before reading the story, it is feasible to call the students' attention to the various devices Poe uses in stimulating horror which shrouds this romance of death.

The Masque of the Red Death should then be read in its entirety. The contrast between the ghastly description of the pestilence in the first paragraph with the dauntless frivolity of Prince Prospero in the second will sound the keynote of interest. On the first page Poe has already divulged the incident that makes the story and has brought into the limelight the dominating character. In the fourth paragraph he gives such a lurid picture of the setting that students would have to be forced to pause in their reading. The gruesome and the bizarre definitely hold sway until the last paragraph when the Red Death silences the merry revelers with its gory embrace. This ensanguined destruction is the harbinger of blackness, despair, and silence. Color—emotion—sound! Gory red has been replaced by somber black, presumption by despair, and revelry by silence.

A few questions similar to the following will enable the teacher to know what the students have gained from the reading.

Suggested Questions

Does the title arouse curiosity? Do you think it appropriate?

Does Poe fulfill his own objective of the short story, namely that he interests the reader from the first sentence?

Does Poe use color and sound effects to advantage? Discuss.

Why was Poe a specialist in horror stories?

What was Prospero's dominant quality? Are there any Prince Prosperos living today? How do Prince Prospero's views of life equate with those of boys and girls of your acquaintance?

Discuss Prince Prospero's methods of security.

How are the horrors of death reflected in the spectral image?

Does Poe achieve singleness of impression? What is the single impression? Can it be stated in one sentence?

Does the absence of dialogue detract from the interest of the story?

Is the conclusion of the story anticipated?

Varied Activities

Written or oral descriptions of Prince Prospero, the Red Death, and the masquerade, rewriting the story with a modern

setting, adapting it for a radio script or a television program, making slides for a film projector—all these prove profitable exercises in developing writing ability and in discovering future journalists and aspiring thespians.

Experience has proved that, if the short story is taught in this way, it will be productive of interest and enjoyment. Students will welcome their English classes because of the fascination their storybook friends provide for them; they will improve in oral and writ-

ten expression because of their familiarity with great writers; they will read with greater avidity outside of class. The teacher will feel amply compensated for her efforts because she has opened vistas of mental pleasure for her students; she has provided vast stores of information; and, through the medium of storybook personalities she has given valuable lessons in character formation. Investment of present efforts will thus reap priceless dividends for time and eternity.

The Piano Talks Piano's Memory Book

Kathryn Sanders Rieder

Before I, your modern piano begin to tell you about the music written for me I should like to observe that my music is not so old. If you go to the Metropolitan Museum today you can see me as I was in my infancy in Italy in 1720 when Christofori made me. I'm just a young fellow in the history of music.

Naturally, I had ancestors I resemble, the virginals, harpsichords, and clavichords. But I was the first keyboard instrument which could be played both soft and loud by mere finger pressure. It was for this reason, you remember, that I was called the pianoforte—the Italian words for soft and for loud.

Sometimes I think you can't appreciate me as people once did. You're too accustomed to seeing wonderful musical instruments. Then, long tedious months of hand labor were over and a celebration in order. There was a wonderful parade. I was placed on a wagon festooned with flowers and wreaths. The horses wore their parade finery. There was a band to head the procession, then I rode in state on my flower-decked wagon. Back of me came the maker, carried on the shoulders of his apprentices. He was the hero of the day—next to me, of course. After the maker came the singers, organists, other musicians, the schoolmaster, and many other leading town figures.

How the shouts of joy went up as I reached my new home! My strings fairly jangled with pride and happiness at all those happy shouts. The pastor offered prayer, blessing me and the home, as well as the maker. The mayor spoke of my importance to the whole town, pointing out the fact that it would raise the town in the eyes of the entire countryside when it was known that there was a piano in another of the homes. The schoolmaster,

the doctor, the druggist, and other leading citizens expressed the emotion and sentiment that filled their hearts. There were jubilant songs by a men's chorus, then amid strains of band music I was moved into the home. A banquet was held and after that there was dancing to close the happy occasion.

You see, people looked up to me. I was made of finest material with greatest skill. But they looked up to me for another reason. They knew my music could lift them to new heights, and make everyday life more pleasurable. I represented culture and the finer things of life. I can tell you I took care not to disappoint them.

Johann Sebastian Bach

Look, now, at this picture in my memory book—Johann Sebastian Bach. There's a boy I had been watching. I knew we would go places together. Of course, everyone knows of him now, but he was not so famous during his lifetime. I have to thank another master, Felix Mendelssohn, a hundred years after Bach's death, for calling the attention of the public to the wonderful Bach music.

You remember lots of stories about Bach's childhood. How he crept downstairs in the moonlight to copy the music his brother forbade him to touch—how his brother burned the copy when he discovered it, and how little Bach had it all memorized by that time. I don't know if all those stories are just exactly as they happened, but I do know that they didn't say half enough about the wonderful foundation he laid for my music. Why, his music is called the Bible for all who would be musicians. That's how important that little boy became.

I can tell you I was excited when he got the idea of playing with all the fingers. It

will seem funny to you, but early fingering used just the three longer fingers of the hand, but it was not funny to me. How I longed to make them understand that all the fingers could be used. Bach saw that. He brought all the fingers and the thumb into use. He tuned my strings in a new way that revolutionized the music of his day and set me on my way to new heights. I tell you that Johann Sebastian Bach was a wonder. He attended choir school, later married, and continued as a professional musician.

He had twenty children who all adored him and music. How their home rang with the music of the children and Bach's pupils. He wrote so much music I can scarcely remember it all. "The Well-Tempered Clavichord" was to show me off in my new tuning. (Actually it was my Grandfather Clavichord first, but the same applied to me since we are so much alike.) Bach wrote some 300 cantatas, oratorios for Christmas and Easter, French suites, English suites, and a great mass of preludes, sonatas, and inventions. He wrote great sacred music. Perhaps you have heard a college choir sing his glorious "St. Matthew Passion." Don't encourage me to talk more about Bach, or I'll never get to show you half this memory book. Turn the page.

Frederic Chopin

Ah, Frederic Chopin—the poet of the piano! The way that boy could cast a spell over his listeners. I think, in a way, no one ever played me as he did. I tell you, I didn't know what I was saying when he began to make me speak. Suddenly all the ordinary words took on new meanings until it was as if you started saying something very ordinary about the weather and found yourself reciting very wonderful poetry like, "My heart leaps up when I behold a rainbow in the sky." His audiences felt this spell, too, and his effect on them was little short of hypnotic. Especially in the fine drawing rooms and salons he was a sensation.

Why, I remember that he had this quality when he was hardly more than a child at his father's boarding school for boys. To quiet the other boys when they became noisy and unruly, he offered to tell them a story of robbers and to illustrate it with music. This had a novel sound and the boys quieted with curiosity. As the story progressed from the exciting, successful robbery to the escape to the forest to divide the spoils the music changed. The robbers became drowsy, fatigue crept over them, and they slept. The music was slower and softer. The boys and the headmaster slept, too.

Frederic tiptoed out to bring his mother and his sisters to see what had happened. Then, with a crashing chord that nearly

bowed my legs, he wakened the group to laugh over the musical joke he had played on them.

But I saw far more in it than a joke. I could see something of the future for that boy, and I was right. He wrote the most beautiful music for me, and played me beautifully, too. He seemed to understand what I could say best. I was as proud when he tried his compositions on me as your mother is when she tries on her exiting new Easter bonnet. I never knew I had it in me to say things so charmingly until Chopin put the chords and melodies in my mouth. I tell you I had the ladies swooning when Chopin played me for Paris audiences. You would have been proud of me then.

Even today his music is so characteristic of me that you seldom hear me in recital without a Chopin composition or two included. Well, turn the page. I want to tell you about another of my boys that marked a high light in my career. I'll have to tell you about only one or two more. I have an appointment with the piano tuner—a squeak in my sustaining pedal—I tell you, the pain is excruciating.

Franz Liszt

Ah—Franz Liszt! He has been called the greatest piano virtuoso that ever lived, though, confidentially, I can tell you that there are artists today who play as well and better. But he was the greatest then. And he had the right idea. He wanted to play me so well that nothing of a technical nature would be too hard. Runs, trills, dazzling feats of the fingers tickled, teased me, and left me gasping. Of course, maybe he carried it a little too far, but I do wish more of you today had that same spirit of wanting to perfect your technique. You'd be surprised at how much better I'd perform for you.

He wasn't the only one who wanted to develop mental independence of the fingers as opposed to mere physical independence. They thought "One finger should be able to play three even notes against two even notes in another part of the hand, while two or more parts were going on in the other hand, neither of them corresponding with either finger of the first!" I tried my best, and sometimes they seemed well satisfied so I must have played as they intended, but it was not easy. I felt out of breath half of the time trying to figure out what new trick they'd invent for me next. It seemed as if they had forgotten about the music itself.

One man compared Liszt's runs and display, which are in his compositions too, to beautiful ornaments on a Christmas tree. And that's the way I felt about them, all in bloom with lights and bubbles of color. But they tried to play me so loudly—it was

almost more than piano string and wood could bear. I like to remember those times, but it was good to turn to more quiet, sincere playing.

Beethoven

There you have three of my important pages in my memory book: Bach who laid the foundation for my playing; Chopin, the poet; and Liszt, the virtuoso. Let's skip some of these great pages for the present. Beethoven, well, you know about him—a giant in music, and a towering intellect. I never could understand him fully—I'm just a simple fellow at heart and I tell you these men were masters and hard to understand at times. But I loved them, every one. Particularly that Beethoven—why, I've seen him revise compositions as many as fifty times to have them just right. No wonder his music is great.

Mozart, Brahms, Debussy

And Mozart, the wonder boy. And here—Brahms—another of my great memories. And Debussy—Claude Achille Debussy—I must tell you a little more about him because he was the beginning of my modern music. He wanted to paint colors, impression, atmosphere as aside from storytelling or program music.

He did not show great promise as a child, but as he continued his studies and won an important prize he began to attract interested attention. He was the beginning of the best in new music being written today. I tell you he had arguments going on all around me when his music was written, but today no one thinks of Debussy as being radical at all—just incredibly beautiful.

Listen to his "Sunken Cathedral" and you'll see what I mean. You seem to see the Cathedral rise from the sea, hear the faint music within and then watch it sink slowly below the waves again as the mists cover it. He made use of what is called the "acoustical phenomenon" which is just another way of saying you seem to hear tones far below the ones I can actually play. But he suggests them so strongly that you seem to hear them. Delicacy of tone and gradation became the new trend with him.

Melody and Rhythm

I suppose you sometimes wonder how my music began in the first place when you think of all the ideas about it now. But it wasn't new. There was melody from the first in the songs of the birds and the rise and fall of the human voice. There was rhythm in the beating of the hearts of men, in the return of night and day, in return of the four seasons, in the stars whose precision mocks man-made clocks and calendars. Anyone with

love for music and a talent for it has rich material with which to begin. And these great men in my memory book did just that.

All of these masters I had the great honor to serve had a humbleness before their art. For you know that if a man is puffed up you cannot teach him anything. They felt it was a divinity beyond them, a beauty that they tried to catch in a net of silver notes. That is what makes music so exciting for me. I am always wondering whether, this time, the one who plays me is going to do something more beautifully than ever before. I wonder if they are going to let me tell what the composer said, and not jumble what I'm saying with careless phrasing and misspelled chords. I can tell you that hurts my feelings and makes me cross.

The Power to Soothe

Let's skip to the last memory book page: pictures of boys and girls, young men and women, fathers and mothers playing and listening to my music. I tell you it gives them all personality values—poise. I relax their tense nerves. I provide sanctuary, a complete escape from the unending problems of the work-a-day world.

They come to me to play, or to listen to others, and they return to their work with new strength, courage, and confidence. And that is perhaps my favorite page, one the masters would approve, too. Music for the great masses of people was their most ardent desire, and remember that in that, I am your most obedient servant too, just as I was theirs. Play me and see!

3. Introduces the speakers in order of precedence.
4. Requests the recess allowed for the preparation of the rebuttal material.
5. Calls the rebuttal session to order.
6. Announces the judges' decision.

Judges

1. Decide which team has presented the most logical case.
2. Submit their decision in writing to the chairman.

Timekeeper

The team members should have a thorough understanding before the match is begun with the timekeeper, concerning the signals which are to be given.

Usually, it is agreed that the timekeeper raises his hand at the end of nine minutes; at ten minutes, he rises to give the second and final warning, indicating that the speaker has completed his time allotment.

Speakers

Speakers are divided into teams—an affirmative team which upholds the resolution, and a negative team which opposes it.

The number of participants on each side is the same, generally two; and the time allotted each side should be approximately the same (ten minutes).

Each speaker delivers an opening or constructive speech, which may be prepared or delivered extemporaneously, and a closing speech known as a rebuttal. The latter is an "on the scene" commentary offered in refutation to the opponents' arguments.

The two teams alternate in presenting their arguments, with the affirmative opening and closing the debate.

Speaking Order

Constructive Speech

First Affirmative	10 minutes.
First Negative	10 minutes.
Second Affirmative	10 minutes.
Second Negative	10 minutes.

Rebuttal

First Negative	4 minutes.
First Affirmative	4 minutes.
Second negative	4 minutes.
Second Affirmative	4 minutes.

Teach Our Youth to Speak

*Sister M. Paulette, V.S.C. **

How often it is only too true that boys and girls of teen age stumble and falter over the words that they would say, over the thoughts they would express whenever they are called upon to voice their opinions before an assembled group. They cannot seem to rise to the occasion; they seemingly cannot penetrate the "self-conscious haziness" to which they inevitably succumb while on the speaker's platform—in the public eye, so to speak.

We, more or less, approve this characteristic trait of our youth by offering the excuse, "It is only natural." But is it? Do we make sufficient use of classroom procedures that will engender effective speech? Are we sufficiently aware of the value of parliamentary procedure, debate clubs, round-table discussions, extempore delivery, etc.?

We ought to be particularly interested in meeting the challenge, which this problem presents. It is readily admitted that *Adult Defenders of the Faith—Defenders of Moral Principle—Defenders of Truth*—are in demand in this twentieth century era of isms. Consequently, speech techniques must necessarily become functional in the grade and high schools. The child must be taught to rise and speak without hesitation—in defense or in explanation—as time and circumstances warrant. Give them practice in the classroom.

Participants in a Debate

Chairman

1. Presides over the discussion.
2. States in explicit terms the question for debate, e.g., Resolved: That education in the colonial period was more complete than it is in the twentieth century era.

*Holy Trinity School, Duquesne, Pa.

Hymn to St. Joseph

S.M.L., O.P.

Hail dear spouse of Ma-ry mild, Ten-der guar-di-an of her Child,
Pray to Je-sus and Ma-ry for us; Pray to Je-sus and Ma-ry for us.

A Hymn for Young Children by Sister M. Limana, O.P., St. Mary's School, Janesville, Wis.

How Can We Teach Spelling More Efficiently?

*Sister M. Catherine, S.S.N.D. **

If one may judge by the errors found in themes, letters and written reports, submitted by students of junior high, senior high, and college classes, we must realize that our method of teaching spelling is certainly not showing satisfactory results. Are we teaching pupils how to spell, or are we encouraging them to memorize the letters that make up certain words? Children who carry home the weekly perfect scores in spelling are often the greatest offenders in written assignments of content subjects. If this is the case, those same pupils have not mastered correct spelling habits. And, important as spelling skills are in written work, they are no less essential in other means of communication.

Stress Punctuation

Spelling functions also in the field of speaking. Clear and correct pronunciation of words is possible only, if the speaker has a distinct picture of the word he uses. One cannot discuss the art of spelling separated from the art of correct speaking. Carelessness in one goes hand in hand with inaccuracy and faultiness of the other.

Reading is severely retarded by poor spelling habits, for it is most necessary that the pupil recognize the correct sound of each letter in each word he reads. Everywhere educators are making strenuous efforts to improve reading ability in our elementary schools. A careful study of the methods of teaching spelling may help them.

It is true that new spelling books provide programs based on the most modern research. The lessons they contain are organized for each day of the week. The study work is of such difficulty that often the pupil is able to proceed without the direct assistance of the teacher. But all this splendid material does not assist the teacher in the actual teaching procedure. It is further true that these well developed spelling texts include all the phases that enter into the acquisition of spelling skills, but unless the teacher understands the basic principles that must be taught, all her efforts will be in vain. The best developed text remains a profitless tool if the presentation is not correctly made.

Considering these salient facts, we are confronted by the question, "How can we

teach spelling?" In order to answer this question we must first examine the various ways in which people learn to spell. E. W. Dolch¹ lists five ways in which one can acquire good spelling habits.

Kinds of Spelling

Hand Spelling. To write a word is to spell it, since each letter is recorded separately. The hand seems to perform the function of spelling. In fact it is often true that the person writing the word is not conscious of each individual letter, since the mind continues thinking the thought. Sometimes the letters reverse and an error is made. It is not detected until the writer, in re-reading the sentence, focuses his eye upon the word and finds that he has written it incorrectly.

Lip Spelling. This method is employed when we whisper the word while the hand writes it. It is used to advantage by those who can recall the letters better when moving the lips. The voice does not sound the letters, but the lips form them.

Ear Spelling. Spelling by ear is also called "phonetic spelling." If one has a clear mental picture of the symbols which represent given sounds, one finds the spelling of most words a simple process. Incorrect speaking habits, that is faulty enunciation causes the ear to represent an incorrect picture.

Eye Spelling. The visual-minded pupil learns eye spelling. He sees the picture of the word and recognizes similarities and dissimilarities. Eye spelling aids the writer in two ways. He can check what he has written and he can write the word of which he is in doubt. He can ascertain whether the spelling on his paper is in harmony with the picture his memory has retained.

Thought Spelling. Thought spelling is defined as "logical spelling." In using this method the writer recalls other words and other sounds that are similar. The unit of thought contained in the inflected forms leads on to correct spelling as well as to correct thinking. It is a method of "figuring it out" and is the most important of the five ways here cited.

If it is true then, that most people use one or more of these five methods in spelling, we can form a very meaningful conclusion.

Our method of teaching must include all these methods. Children will develop a strong preference for one or the other and as the teacher presents the word they are able to translate it into the kind of imagery they prefer. Any one method is a good method, provided it is followed consistently.

Correlate With Reading

Before considering the actual teaching procedure it is to our advantage to correlate the teaching of spelling with reading. Primary teachers of the past two decades have become masters in their field. The complete reading program of grades one, two, and three, includes a build-up of skills which can be incorporated into most instructional methods. They are creating a golden background for the succeeding grades upon which greater achievements may be built. And since the psychological skills governing the fundamentals of reading are closely related to those of spelling, the teachers of the intermediate grades should correlate them.

The power of word perception is paramount in acquiring fluency in reading; it is no less important in developing accuracy in spelling. W. S. Gray² lists five ways in which a child learns to master a word.

1. Context — seeing the word in the sentence.
2. Form or appearance — recognizing the length, width, etc., of the word.
3. Phonetic analysis — the sounds of the symbols that make up the word.
4. Structural analysis — the parts of the word — syllables.
5. Use of the dictionary.

The Context Clues. No word can be mastered in the spelling lesson unless its meaning and use have been clearly defined. Hence most teachers present each word in a sentence.

Form of Appearance. To the visual-minded child the shape of the word is clearly imprinted upon his mind. He is conscious of the tall letters, the long letters, and of the length of the word. Faulty writing or indistinct printing is often the cause of serious trouble in learning the new word.

Phonetic Analysis. The word must be understood in its correctness of sound. Phonetic

*Diocesan Supervisor, Madison, Wis.

¹Dolch, E. W., *Better Spelling*, The Garrard Press, 1942.

²Gray, William S., *On Their Own in Reading*, Scott Foresman, 1948.

elements need explanation and the ear must receive the distinct sound each unit requires. To use phonetic analysis as an aid to better spelling, the child must be able to identify the sounds that we use and the symbols that represent those sounds. The teacher on the other hand must be alert to the deficiency in auditory discrimination among her pupils. The child in the rear of the room, whose sense of hearing is not keen, is the one who will misunderstand the sound spoken by the teacher and as a result fail in the spelling of the word. We are living in a very noisy world. The blare of the radio, the loudness of the movies, the noise of the traffic, all help to make the children deaf to the finer sounds of letters heard in a word. Hence it is necessary for the teacher to know the needs of the individual pupil. Those with less auditory discrimination should stand closer to her as she presents the new word, and in having them repeat the same, she will be able to watch the movement of their lips to ascertain whether or not they have heard correctly. It is in place here to give a warning. Overemphasis on the phonetic sounds of words is dangerous and may lead to errors like "beyouty" for "beauty."

Distinguish Sounds

Structural Analysis. The word is presented in its complete form, that is, it is not separated into syllables. After the child has formed the correct picture of the whole, the word is divided into its component parts.

Teach the Dictionary

Dictionary Skills. Added strength is given when the pupil is required to use the dictionary to verify his pronunciation, syllabication, and definition. He must make a close friend of his dictionary and if at all possible have it on his desk at all times.

If the efforts of the primary teachers are not to be in vain, we must take up the task where they have left off and continue training in these basic skills. The spelling lesson affords us an added opportunity of doing this. Children in the primary grades have learned to apply the phonetic understandings to root words in various structural patterns. Now they must be taught how to utilize the basic skills in words of greater difficulty. Pupils of the intermediate grades are encouraged when they recognize elements they have learned in previous grades.

From this we may conclude then that the correct procedure in teaching spelling must consistently follow up and build upon the basic work done in the three primary grades. The teachers of the intermediate grades must understand the work done and use a follow-up program in which the basic facts taught

play an important part. Each successive teacher will do well if she continues the same techniques used by the preceding teacher.

Spelling Rules

The following factors form a large part of spelling rules which bear repetition throughout the intermediate grades. It will be seen that these factors include the basic skills taught, as well as the greater difficulties encountered in the mastery of spelling habits.

1. The recall of known words having the same: (a) initial consonant sounds; (b) vowel and consonant blends; (c) silent letters; (d) long and short vowels and rules governing them; (e) combinations of ur, ir, er, ar; (f) rhyming sounds.

2. An analysis of those elements which cause difficulties. These are known as "hard spots": (a) different sounds of the same letter combinations, i.e., bread—wheat; (b) different spellings with the same vowel sounds, i.e., chief—feast—feeling; (c) different spellings of the same consonant sound, i.e., gh—ph—f; (d) different sounds of the same letter, i.e., k—c—s.

3. The development of syllabication rules: (a) one vowel sound in each syllable; (b) separating a double consonant; (c) formation of plurals, possessives, and inflected forms; (d) addition of prefixes and suffixes; (e) compound words.

Exceptions to Rules

We have given the various ways in which one can learn to spell. It is simple enough to follow a teaching plan, when the words to be taught follow a definite pattern, but the difficulties arise when words present exceptions to the common rules. Since our language is not a phonetic one, there are many such exceptions. It is here that the skill of the teacher demands ingenuity and patience. Those parts of a word which do not conform to the basic rules taught, are the ones which receive most attention. These difficult parts are termed "hard spots." Sometimes it is necessary to use all of the five ways of learning to spell, so that this "hard spot" may impress itself correctly on the mind. There are many suggestions given by teachers that will aid the child. Drawing a circle around the letters, tracing them in color, underlining them, all strengthen the picture in the mind. To illustrate we shall outline briefly how one word may lend itself to effective teaching.

1. *weather* This word presents a great difficulty in that it is often confused with the word "whether." It is necessary to drill on the difference in the initial sounds of these two words. Recall words that illustrate:

went, with, wet; when, why, what.

2. The second difficulty occurs in the vowel

blend of the first syllable. It is an exception to the common rule that the second vowel, in a vowel blend, is silent and the first is usually long. In this word it is short.

3. The "th" sound does not cause the pupil much difficulty. The teacher may pass over this quickly by recalling known words in which this same blend occurs. She must always keep in mind however that chorus work will not aid in teaching spelling, and that the recall words need be pronounced only by those who have spelling difficulty.

4. The combination "er" is explained. When the letter "e" comes before an "r," the "e" is silent and the sound of the "r" alone is heard.³ Known words, rhyming with this sound are recalled.

her mother father

5. The teacher introduces words having the same spelling as the given word: "leather" and "feather." For the sake of the poor spellers, she stresses the difference in the initial sounds, asking them to give words having like sounds.

After having made this study of the word, the teacher writes the word on the board, saying it distinctly and then pronouncing each letter aloud as she writes it. As she marks it, she spells it again.

weather

It is sufficient to limit the diacritical marking to the long and short sounds of the vowels. Silent letters are indicated, hard spots are blocked or written in color. The word is syllabicated and the accent marked. Repeat this entire procedure a second and a third time.

In the ordinary time allotted to the teaching of spelling, the teacher should be able to present five words in this manner. All words do not contain the same number of difficulties. It is well to select two having greater problems and three that are phonetically "true."

Reasonable Drill

An assignment follows each presentation. The pupils are asked to write each word studied that day, three times, indicating the syllables, the accent, the vowels, and the "hard spots." It is far more advantageous to write the word three times in this way, than ten times without thought.

And to the teacher, one last encouraging word! The time spent in a lesson is often lost because the method used is not carried out consistently over a long period of time. Patience and perseverance in following a well-planned procedure will bring lasting results.

³If this statement be true, we think it is a result of modern carelessness in distinguishing the sounds of vowels, especially of short vowels, but often even those of long vowels. We assert that "er," "ar," and "ur," for instance, each represents a distinct sound different from the other two. We think, too, that we can hear the "e" before the "r" in weather. — Assistant Editor.

Art and the Other Subjects

*Anna Dunser**

"One picture is worth a thousand words" is a saying that is usually applied to the picture that we see and the words that we read or hear. Another interpretation even more helpful to the teacher is that making a picture of some particular information is worth a thousand words in talking about the new learning. What we learn is of little use unless it is resolved into action. We may be emotionally and mentally convinced that certain things should be done but if we let that conviction grow cold it avails nothing.

Pupils who have photographic memories can give back to the teacher verbally what she has just given them without doing any thinking at all. They may have gone along all through school without reasoning a thing out for themselves. Every child has reasoning power to some extent and the teacher seeks to develop that power to the highest point possible.

The teacher realizes that children learn things in many ways—from the textbook or other references, from the teacher, and from outside experiences. When children draw pictures and write original stories they incorporate within them their new learnings. They express their feelings and their opinions about things, without self-consciousness, indeed often unconscious that they are revealing so much of their inner selves. If they are asked to tell directly what they think about things or how they feel about occurrences, they hesitate and try for the version that they think the teacher wants. They are reluctant to give over the contents of their minds just as a boy is loathe to empty his pockets to the gaze of anyone he may consider critical.

But in a story or picture he puts his words into the third person, just as a successful writer of fiction puts words into the mouths of his characters to reveal what he himself wants to get across.

How Begin?

How does the teacher begin when the children have not done creative work heretofore? For the primary teacher it is easy enough. Her children have not heard the great American fallacy that only a select few can draw pictures and tell stories about the pictures. All children can do this creative work to the

extent of their capacity just as they can learn to read and count to the extent of their varying abilities.

One first grade teacher begins on the first day of school. She gives each child crayons and paper or paints and paper. (Showcard colors, also called tempera, or poster paints, are best for small children.) The children need no directions or instructions, other than to wipe the brush on the edge of the jar to keep the paint from dribbling over the picture.

The teacher asks each child individually what he wants to say about his picture. He may say, "Boy," and she prints the word on the picture. This is his first reading, writing, spelling, and drawing lesson. Another child may say, "It's a house," and the teacher prints that sentence. Of course there may be

some children who are merely getting acquainted with the crayons or paint and will have no idea of anything tangible. The teacher waits days, perhaps a week, before she asks him to tell his story of his picture. He has been making pictures every day.

Individual Work

She does not push the slow child, and does not hold back the bright child who may dictate two or three sentences and remembers what it says on each one of his pictures. Those pictures make a chart for him which he can read and by easy stages he goes to preprimers.

Each child will progress at his own speed. It is a cold fact that the teacher may have thirty or forty first graders and cannot give each one as much attention as she would like. But since she wishes to hear each one read alone, they need not be reading the same things.

Before the child finishes first grade or early in the second grade he will want to write his own story. The teacher prints it for him on a separate paper and he copies it, very proud of his accomplishments. Soon he can print many words without copying them from the teacher's work. Children soon learn to find



HOW VICKIE GOT INTO TROUBLE

Vickie, the witch was going to the witch house. While she was walking she saw a lot of bees. Vickie ran. She ran faster and faster. She ran into the house. She called the other witches.

"Bees, bees!" she cried, "the bees are everywhere on me."

Just then the other witch came in. When she saw the bees she told them that she saw them and they all ran away and left Vickie all alone. She started for the door but it was locked.

"Let me out, let me out."

She tried to get the door open. She tried and tried for hours. Finally she got it open. And guess what she found! A bees' nest right in front of the door and then she threw the bees' nest away and that is how she got rid of the bees. — Ruth

*Art Director, Maplewood, Mo.

the necessary words in their storybooks or in the attractive, colored picture dictionaries. If they continue to write stories all up through the grades, they get their spelling, handwriting, punctuation—in fact all of the language arts—in a natural and enjoyable way. Textbooks are used as references. One third grade child put quotation marks in his story because he had noticed them in his reading. He was ready to learn the correct use of quotation marks and was referred to a language textbook. After that he used them correctly although he had no exercises in writing sentences merely because they had quotation marks.

The Second Grade

The making of pictures is a necessary part of this learning because it adds interest to the story writing. If the children have not had creative work in the first grade, *what does the second grade teacher do to get them started making pictures and writing stories?* The second grade and the third grade, perhaps, are free from inhibitions and can start as the first grade did, except that they write their own stories. Some will write only one line, others will write four or five sentences, each within his own ability. The teacher can tell by watching them whether they are all working up to capacity, for if they are intent and happy, they are doing the best they can. We can't make them all alike even if we wished to do so.

It is very important that the teacher does not try to teach all of the language arts as soon as the first stories come in. These children when in high school will still be exposed to lessons dealing with sentences. They must begin with capital letters and end in periods, exclamation marks, or question marks. Therefore the primary teacher need not feel that the children must write perfect papers when they are giving form to their opinions. Keeping them interested in writing will pay more in dividends in the long run than will accurate writing in the first attempts.

In Intermediate Grades

Children in the intermediate grades will enjoy writing stories too but they are inclined to write a few pages and come to no successful end, and therefore be discouraged from writing more stories. But the teacher explains that a good story is one in which the main character is in some sort of trouble and finds a way out. Then the child can begin with short stories that have definite ends and are quite satisfying. If these children have had no previous experience in doing original drawing the teacher encourages any attempt to illustrate the story.

A teacher sometimes finds it easier to interest them first in making original borders

or designs for notebook covers or for other purposes. After they have thrown off the feeling that they cannot do art work, they will be willing and will enjoy illustrating the stories they write.

In the social studies the children can use their new information as a background for their stories. For instance one teacher told her fifth grade class to write about an imaginary little Indian boy who was the first to see the ships of Columbus. He ventured too near in his curiosity. From there on each child made up his own story and there was great variety in the stories. The children understood how much of the work was fiction and how much was historical fact. They could see what is meant by historical novels. Teachers can find opportunities for stories in all of the lessons they have daily.

Self-Education

The children will go back to their textbooks and to other reference books to get more and more information as to scenery, clothes, dwellings, food, and other things they wish to put into their stories. They need more and more information for the illustrations as well as for the story. And all

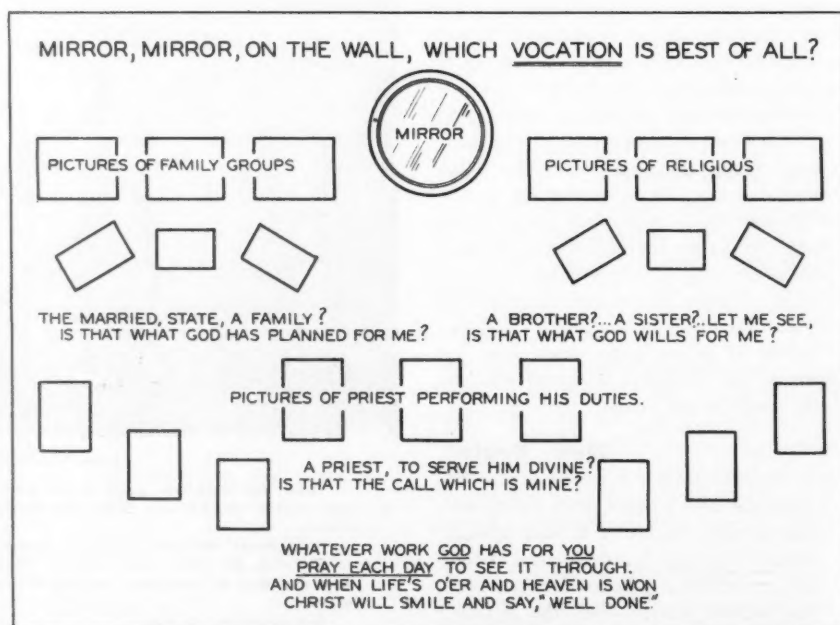
along they are improving in spelling, handwriting, sentence formation, punctuation, and in their reading. And it is all enlivened with the art work that they do. When children put aside the feeling that they can't do art work, they will enjoy it.

There are many ways to free them of this inhibition and get them to work freely. One of the best ways is to let them work with finger paints at first, and occasionally later as they progress in art. It is easy to go from finger painting to the use of short unwrapped pieces of crayon used on the side. And it is easy to go from finger paints to using water colors on wet paper. They will get enjoyment in seeing the colors run together and form new colors. Soon they will see resemblances to things in their blobs of paint. They gradually get control of their medium and can then draw anything they wish to express their thoughts and feelings.

And the final goal is that the children do something with the facts that they learn, making them a part of themselves and then the information is not easily forgotten. The information will come to life when the pupils visualize it sufficiently to write about it and draw pictures of it.

A Bulletin-Board Device

Sister M. Patrick, P.B.V.M.



A teacher at Our Lady of Mt. Carmel School, Lawler, Iowa, used this device to foster religious vocations and daily prayer that each one may follow his vocation according to God's will.



TEACHING RELIGION to the Preschool Child

*Sister M. Ignatia, O.S.F. **



A nursery expert does not transplant an old and seasoned tree; he does not keep it in the nursery for care and growth. He takes the tiny saplings, carefully plants them in the very best soil, nurtures them, prunes them, keeps away all that may harm them. And the sapling yields to the treatment as no full-grown tree, that has been exposed to insects, blights, and storms, ever will.

In our teaching of religion, do we keep one step ahead of the blighting influences of comics, movies, radio, television? Do we give our best care to God's saplings, the preschool child, to whom the Bible stories can still be made more attractive than the comic strips; for whom religious practices have as strong an appeal as nursery games; and for whom prayers in rhyme are as delightful as Mother Goose rhymes?

They Learn

Do our vacation religion classes or the all-year-around catechetical programs include the preschool child? It is surprising how much they can learn, and how anxious they are. And it is delightfully surprising, too, what energetic and persistent little apostles they can be in influencing the modern home, the parents (perhaps grown a bit careless), and older brothers and sisters (very definitely influenced by the pressure of secularistic thinking and living all about them).

A tentative trial of a nursery class (children from three to five years old) was made at a catechetical center where facilities were more than usually meager; the miniature "Temples of the Holy Spirit" were the soul and the center, as well as the dynamo, of the project. At the time of this writing the children have spent one hour a week for six months in the catechism class—not little theologians but children who are God-conscious.

The first week registration brought in 10; soon little friends from the neighborhood, as well as little sisters and brothers, more than tripled the number to 35. Not all come every time, but there is a regular average of 20 or more.

*St. Francis de Sales Catechetical School, Spooner, Wis.

God Said I Should

To the rhythm of military marches or lilting waltzes they circled the parish hall in hilarious abandon, until they stopped at a tiny shrine of our Lady or the Infant of Prague or the Sacred Heart, where before lighted candles and a bouquet of dandelions, perhaps, brought in "for Jesus," they sing-songed their first memorized prayer:

I will be so very good
BECAUSE God said I should!
I will love things great and small
BECAUSE God made them all.¹

Each had received the prayer mimeographed on a slip to take home with instructions to have their mothers teach it to them during the week. The mothers did. And some of the little apostles taught it to their brothers and sisters still younger than themselves. In the heads of at least three members of the family ideas of God's commands, goodness, love, and the right intention were beginning to percolate.

Soon a little morning prayer was added, and the children and their parents (at the urgent request of their offspring) learned that.

Good morning dear Father in heaven,
I thank You for this new day.
Please help me, dear Father in heaven
To be good in every way.

This had been realistically dramatized in the nursery class; first with a doll; then a child hopping out of bed, dropping to his knees, and saying his morning prayers. All wanted to "make believe" and hop out of bed to say good morning to God. At home they wanted their parents to do it, too, and their baby sisters and brothers. Mothers bringing their children to the class gave interesting reports of this: how Dicky and Chucky and Luanne and Karen had drilled them into hopping out of bed, making a sign of the cross, and saying a morning prayer. Daddy, looking on, was soon invited with no uncertain terms,

¹The prayer in verse is reprinted from the *Teacher's Manual for Sister Annunziata's First Communion Catechism* with the permission of Benziger Brothers, Inc., publishers and copyright owners.

"God wants us to do that." That was the law and the prophets.

A Popcorn Party

Of course, three-year-olds do not sit still for a full hour listening to religious instructions, not even to the Three Bears or Daniel in the Lion's Den. Their span of attention is small, like themselves. But even play activities can well be linked with God and given a religious coloring. One class was to include a popcorn party. After a story (the twice-and thrice- and many-times-told tale) of God making all things—the birds and flowers, the sunshine and seeds, for our enjoyment—each child was given one popcorn seed and told to look at it. Then came a dramatic reading of the verse:

O come on and have some fun,
Come and hop and skip and run;
Want to see a big surprise?
Open wide your eyes!
Watch the seed so very small
Grow into a popcorn ball.
Thank You, God, for popcorn snow;
Thank You, God, Who made it grow.

They needed no second invitation to jump from their chairs, and to hop and skip and run to the tune of polkas and marches, then off to the shrine to hear the verse read again; and finally to watch the popping of corn. Momentarily forgetting that God created the corn they eagerly eyed the process until the corn was ready for eating. But each child, on receiving his share, was coached to say the last two lines:

Thank You, God, for popcorn snow;
Thank You, God, Who made it grow.

The mimeographed verse was given to each child to take home, again with the instructions to have mother help them learn it before the next class. Of course, they wanted a popcorn party repeated at home, and equally, "of course," they wanted to say the verse and do their hopping and skipping and running while it was being popped. It helped to make a real family party, and God was there, too.

In the preparation for Christmas was included the putting together of jigsaw puzzles — the Nativity scene, or Mary and Her Child (last year's Christmas cards) mounted on cardboard and cut into fairly large pieces. Whoever was finished could bring it for approval, tell the "story" of the picture, and receive the prize of a piece of candy; the puzzle pieces were carefully assembled and put into an envelope with the child's name on it. These were taken home, reassembled there again, with a retelling of the story for the benefit of anyone who would listen.

A Real Christmas

The ever new and ever ancient story of the Christ Child was told, was dramatized, was sung. And each telling was begun and concluded with the question: "What is Christmas?" Spontaneously and with a shout came the answer: "The Baby Jesus' birthday."

At the Christmas party the Christ Child received His birthday cake; there was His birthday candle; the traditional "Happy Birthday to You . . . happy birthday dear Jesus. . ." Each child had a pair of white crepe paper wings with gold stars, and as "angels" they formed a choir about the crib, then knelt down and said their little prayer, "I will be so very good, etc." Impromptu prayers were included, thanking for good things, asking for blessings for dear ones. The *real* Christmas spirit was crowded into their consciousness before the commercial spirit could take complete possession.

And to bring it into their homes, each child was given a cutout book of the crib, with a letter to the parents on the joy of family projects in putting it together. The fact that Mother cut out the figures that Timmy pasted them, that Daddy made the crib stand firm and sure, and that they all went out together to get the greens to back it, made that family shrine an event long to be remembered, and one that all felt would have to be a traditional *must* each year.

The visit to the crib in church (after a two-week holiday from catechism class) proved that the Christ-Child-consciousness had outlived the lifetime of the mechanical toys, which had long since had their decent burial. The children still knew the answer to "What is Christmas?" They knew who Mary was, and Joseph; they wanted to be as close to Jesus as the nearest lamb; they were as ready to kneel down and say their prayers as they had been while preparing for the feast.

The Fourth Commandment

Outline pictures to color, jigsaws to assemble, repeated the story of Christmas to deepen the impressions, and led gradually to the story of the Holy Family, with all its

rich and lovely connotations. The readiness with which the children accepted the Fourth Commandment — "because God said I should" — would have surprised many a parent; but the children meant it and lived it — as parents came back to report that Peggy picked up her clothes when told, and trotted off to bed when told . . . "because God said I should." Ways of being obedient had been discussed and dramatized in great detail in the nursery class.

A table "set" with a bit of wrapped candy was the stage setting for the lesson on grace at meals. As before, the prayer was mimeographed and sent home with the request that it be said before each meal. To the prayer was added the little verse for the week's study:

It is very nice to think

The world is full of meat and drink,
With little children saying grace

In every Christian kind of place.²

A stage setting was also arranged for being tucked into bed after saying good night to Jesus, and for bringing the family blessing into vogue again. Every child wanted to be "tucked in" and be blessed with holy water "In the Name of the Father and of the Son and of the Holy Ghost." Two or three weeks later each child was given a small bottle with the picture of Jesus or Mary firmly attached

²From Teacher's Manual for Sister Annunziata's First Communion Catechism with permission of Benziger Bros., Inc., publishers and copyright owners.



— Maloney in "The Tablet"

with cement glue (hand-lotion bottles, medicine bottles, and what not), and a little note to the parents on what to do about it. One mother smiled on seeing the bottle; she said, "Why, we've been doing that for two weeks, and saying our grace, too; the children just gave us no rest. We were a bit self-conscious at first and awkward; but the children weren't; they taught us what to do."

Good Books

The possibilities of holy indoctrination are as limitless as the richness and beauty, the depth and breadth, the length and height of God's love for us. And the books and helps for little folks are increasing, and are being done in ever better style. There are such books as *A Bible A B C* by Grace Allen Hogarth, published by Frederick A. Stockes Company, New York, 1941, complete with imprimatur and rich illustrations. *The Little Book About God*, also with imprimatur and colorful illustrations, was dedicated to Lauren from Grandma; it is written by Lauren Ford, and published by Doubleday, 1934. *A Prayer for Little Things* by Eleanor Tarjeon, with pictures by Elizabeth Orton Jones, Houghton Mifflin, 1945, is one of a delightful "Nursery Books Series." *The A B C of a Child of God*, by Daniel Lord, S.J., one of many he wrote for the very young sodalists-to-be, probably needs no introduction, but certainly should be included in a collection of nursery books.

These books, and others like them, were distributed on the chairs of the nursery circle before each class. As the children came in they were asked to find a chair and the book they liked. Almost everyone had his favorite; would clutch it throughout the class, even while marching with a flag in the other hand, and would insist on showing the pictures and telling the story during any breathing spell. The parents, too, would get varied and interesting versions of the story during the week.

The project, only six months old, has taken some firm roots, has had interesting offshoots, both in the lives of the little folks and their parents. The objective of the project was not only to train and develop saplings, but to cultivate the soil in which they were to grow; to enrich it and make it the kind of soil God would have it to be, a testing ground for the little saplings, before they grow up to be transplanted into adult life with all its blighting influences, and its final transplanting into God's beautiful garden.

Hitler and Stalin knew what they were about when they robbed the nurseries of Christian families and indoctrinated the little ones and trained and educated them with the "education for death." Certainly we who have the wherewithal to train them with the "education for life," eternal life, dare not do less.

A Rabbit Cut-Out

Young Scientists
See Stars*Clarisse Songy**

You have heard this expression. I'm sure: "Education is so replete with extracurricular activities that very little time is given to actual teaching." The radio, phonograph, and television set are installed in the classroom for so-called teaching purposes. The movie projector abounds with visual-aid programs that take up a large percentage of the allotted teaching hours. True, all of these agencies are a great aid to present-day teaching and part of the education program.

May I suggest an agency for helpful teaching which will not take away from the appointed classroom time and which will be a lifelong experience for the teacher as well as for his or her class? Better still, how about accompanying us on our next trip to the stars? We have been there several times, my class and I. No, we will not embark on a space ship neither is the trip an imaginary one. Let me tell you of our previous trips and you can decide whether or not you will join us next Tuesday night at 8:00 p.m.

It so happens that our school is located in a city which is proud to boast that it owns the third largest telescope in the south. This huge telescope is mounted on a special pier under the Observatory Tower at Louisiana State University, in the capital city of Baton Rouge, Louisiana. The telescope is used primarily by students and professors of astronomy, but, if previously arranged, it is accessible to anyone who wishes to use it.

Having studied the moon and stars and planets in our science text, and knowing about the huge telescope at L.S.U., we arranged with Dr. D. V. Guthrie, the professor of physics and astronomy, to see the planets at the time and season that they were closest to the earth. For example, Jupiter could be seen best in February; Mars was closer to the earth in May than it will be again for years to come. So, with the assistance of our kind and patient professor, we saw Jupiter and its many moons in February. As we looked at the planet, which, to the naked eye, can hardly be seen, but with the telescope looks like a small moon, Dr. Guthrie gave us an interesting lecture which was far more instructive than



Rabbit Cut-Out, designed by Sister M. Teresa, O.S.F., Stella Niagara, N. Y. The ear muffs may be cut out of colored felt and pasted on.

what we had studied in our abridged science text. May I add here that not only the teacher and her class were wide-eyed listeners and star-gazers, but the parents of the children, too, listened with awe and took turns to climb the ladder to look through the telescope.

In May, we went on our second trip to the stars. This time we saw Mars, Saturn, and the moon. If you were to ask any of these young scientists what they saw that bright night in May, no doubt they could give a better picture of the planets than any book could ever illustrate. Because, here, they were actually seeing what books merely state, and they were being instructed at the very same time that they were looking at the planets.

I will not take the time nor the space to tell you what we saw because it is more fun to see for yourself. Furthermore, my first purpose was to suggest an out-of-school-time agency in the teaching field which does not take away from the allotted classroom hours. I could enumerate countless similar agencies. They are all around us and perhaps only a few steps away.

As educators of an alert, atomic-wise generation of children, the teacher of today can no longer rely upon limited textbook material with which to feed knowledge-hungry minds. Visual aids, trips to parks, to factories, or to the planets open discussion upon current affairs, and you will agree with me that a great part of education today takes the form of discussions or open forums.

*Teacher, Fourth Grade, Sacred Heart School, Baton Rouge, La.

An Outstanding Parish School

St. Henry School Watertown, Wisconsin

St. Henry Parish at Watertown, Wis., has a new fireproof, eight-room school that is admired by those familiar with the planning and construction of modern parish school buildings. Each of the two main floors has four classrooms—two on each side of the corridor, thus supplying either east or west light.

The one-story entrance extension on the south end of the building produces a pleasing setback effect. The boiler room extension at the rear is only on the basement level.

The exterior of the building is of buff colored Ohio brick trimmed with buff colored Indiana limestone panels and columns and "Mo-sai" facing slabs in green.

Full Use of Basement

The basement area under the whole building is planned for both school and parish use. There are two social rooms near the basement entrance and directly under the library and offices. These rooms may be used also for special purposes of the school. Beyond them is the large cafeteria with kitchen and complete cooking and serving facilities. This also serves both school and parish.

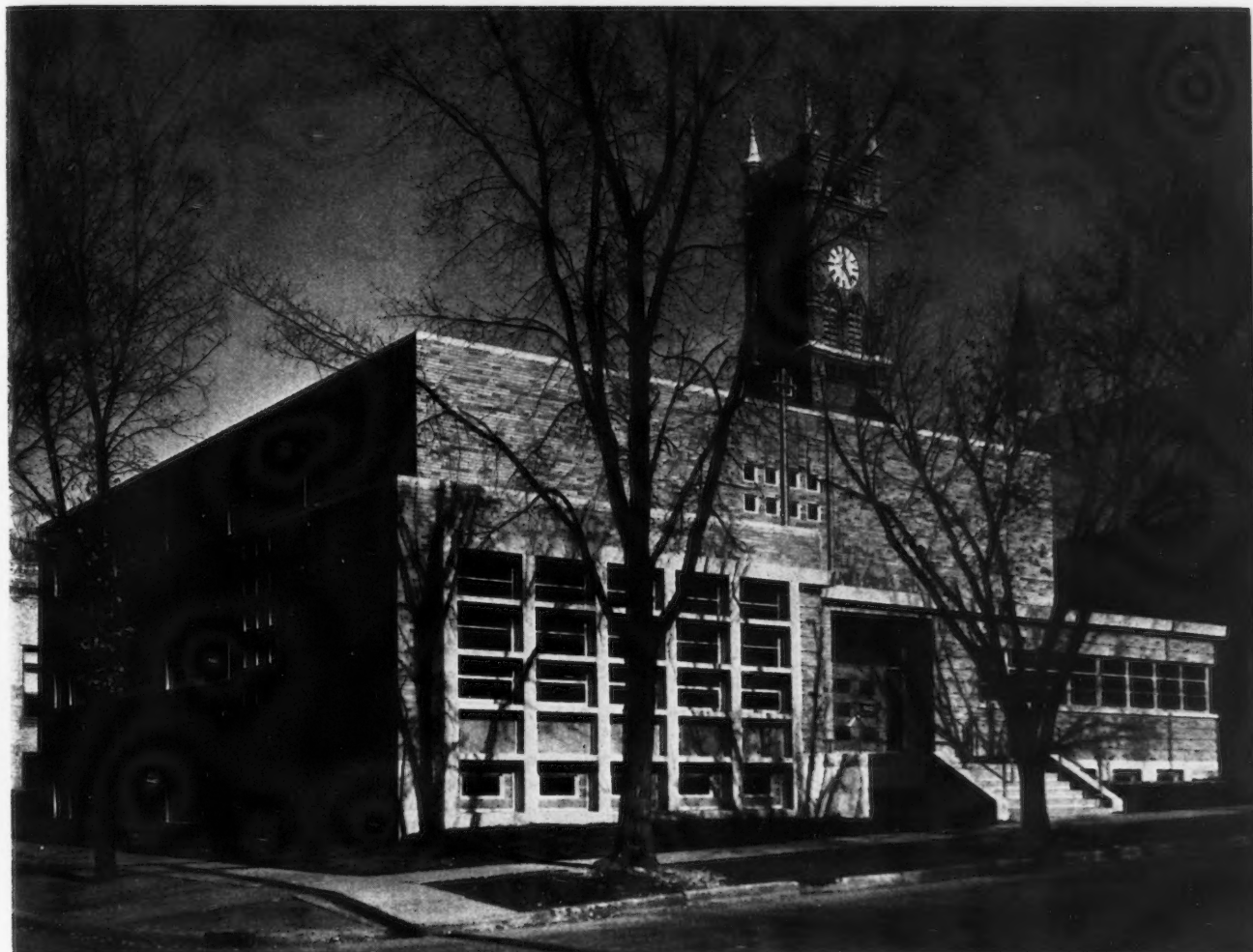
The boiler room contains the steam boiler, oil burners and pump, automatic heating control, gas-fired water heater and tank, water softener, and a workshop for the maintenance man. The central electrical control is just outside the boiler room. There is an incinerator near the north basement corridor and a fresh-air circulating fan under the stairway of the first floor main entrance.

The Floor Plans

The first floor has four classrooms, office, nurse's or clinic room, and the school



Note the set-back of the second floor. The section including the library and office is only one story in height above the basement.



St. Henry School, Watertown, Wisconsin. South view of the building, showing the one-story entrance extension. To the left of the door is a room planned as a library for the school and the parish. To the right are the offices and the nurse's or clinic room. The first-floor corridor extends north from the entrance to the rear wall of the building. The clear glass in the windows on the south is of a type that repels heat. The outer walls of the classrooms have prism-glass blocks above the vision windows. St. Henry School was designed by E. Brielmaier & Son of Milwaukee.

and parish library room. The latter room is equipped with shelf space, reading tables, file case, magazine rack, and a librarian's workroom.

The second floor, in addition to its four classrooms, has a Sisters' rest room and a storage room for school supplies and material.

The plans have located school and parish facilities for convenient use. Building service is centered in the basement but there are janitor's storage closets on both classroom floors. Lavatory rooms are provided on all three floors. Convenient stairways are on both the north and south ends of the building. The library, the social rooms, and the cafeteria may be used without entering the classroom area. In addition to the main entrance, there are

two playground entrances and a service entrance.

The Classrooms

The classrooms, about 30 by 25 feet, have short clear-glass windows on the outer wall with prism-glass blocks above to the ceiling. The windows are provided with aluminum sun shades or awnings. Most of the windows can be tilted so that they may be washed from the inside. Blackboards or bulletin boards are on three walls of the classrooms. The lower part of the classroom walls is finished in glazed tile, above which is mainly colored plaster. The ceilings are lined with acoustic perforated tile and the floors are covered with asphalt tile. Each classroom has individual thermostatic temperature control. Books and materials are stored

in built-in cabinets and each room has a teacher's wardrobe.

Finishes and Fixtures

Glazed tile on the lower part of the walls of corridors, stairways, classrooms, and lavatories adds greatly to the appearance of the building and reduces maintenance labor and cost. Acoustic tile covers the ceilings of all rooms. Asphalt tile is the floor finish for classrooms, rubber tile for classroom corridors, terrazzo for stairways, stairway halls, cafeteria, and basement corridors. Quarry tile is used on lavatory floors.

Lighting fixtures for classrooms and library are of the silver bowl, indirect type; those in the corridors and cafeteria are ceiling recessed.



A Classroom at St. Henry School, Watertown, Wis.

A complete public-address system with central control in the office provides two-way communication between the office and any part of the building.

Construction and Cost

Part of the structural support consists

of four rows of columns of reinforced concrete. The basic floor construction is concrete building block with concrete bond reinforced with steel; above this are concrete slabs. The roof, of reinforced concrete, is covered with tar and gravel composition.



The Principal's Office.

The building, with a capacity of 300 pupils, was erected at a cost of \$357,400, which is about \$1.20 per cubic foot.

E. Brielmaier & Son of Milwaukee planned and supervised construction of the building.

Rev. Anthony J. Herrmann is pastor of St. Henry Congregation. The School Sisters of Notre Dame are in charge of the school; they have the assistance of two lay teachers.

Building News

IN NEW YORK

St. Clare, Rosedale

A new school and auditorium building was dedicated for St. Clare parish, Rosedale, N. Y., December 13, 1953. The building is of contemporary Romanesque design to conform with the existing parish church building and is compactly planned for a limited site so as to conserve as much play area as possible. Constructed of warm buff brick, contrasted with Spanish tile on the central tower roof, it has limestone trim and carved limestone at the main entrance. Windows and main entrance doors are aluminum trimmed.

The structure contains 20 classrooms, a kindergarten, library, cafeteria, and all modern facilities for faculty and pupils, as well as a combined gymnasium-auditorium seating 750.

Interior finishes are simple and contrived for easy maintenance. Terrazzo floors are laid in corridors and stairways, mastic tile in classrooms, structural glazed-tile wainscot is installed in all classrooms and corridors, and all ceilings are finished with acoustical plaster.

Rev. Joseph A. Goeller is pastor of St. Clare's parish.



The School and Parish Library at the Front Entrance.

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"All-Purpose Chair"

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to blend with and complement contemporary school interiors. The seat and back are of beautifully grained natural Maple or Walnut plywood with Black tapered legs.

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HONORS AND APPOINTMENTS

Brother Amandus Leo, F.S.C.

BROTHER AMANDUS LEO, F.S.C., dean of the school of engineering at Manhattan College, Riverdale, N. Y., has been reappointed chairman of the Bronx Advisory Planning Board, a position without salary. Brother Leo also was elected recently as a Fellow of the New York Academy of Sciences—the first religious to receive this honor.

Rev. Cyril F. Meyer, C.M.

REV. CYRIL F. MEYER, C.M., vice-president of St. John's University, Brooklyn, was re-elected president of the New York Academy of Public School Education at the organization's annual meeting held in New York recently.

New Provincial Superior

MOTHER MARY THEODOSIA of the School Sisters of Notre Dame was elected provincial of the southern province of the congregation at an election December 16, 1953, in Ripa mother house in St. Louis. The new provincial replaces Mother Mary Evangela, whose term has expired.

The southern province of the School Sisters of Notre Dame is one of five United States provinces of the congregation, and comprises 1320 professed religious, 67 candidates, and 100 aspirants.

Head of Sociological Society

DR. C. J. NUESSE, dean of the school of social science at the Catholic University, was elected president of the American Catholic Sociological Society at its recent meeting in Cleveland. The author of several books, Dr. Nuesse joined the Catholic University faculty in 1945 and was named a dean in 1952. He was program director of the exchange of persons division of the National Catholic Welfare Conference in 1950 and N.C.W.C.'s special representative in Germany in 1951.

New Superintendent

REV. JOHN P. HAVERTY is the new superintendent of schools for the Archdiocese of New York. He has been on the staff of the superin-

tendent's office since 1939 and associate superintendent since 1945. Father Haverty, who has a master's degree in education from Fordham University, is an officer in the elementary department of the N.C.E.A., a member of the N. Y. State Council of Catholic School Superintendents, and is active in a number of Catholic and civic organizations.

Educational Secretary

VERY REV. MSGR. JOHN J. VOIGHT, who has been superintendent of schools for the Diocese of New York since 1945, has been appointed secretary for education to the Cardinal Archbishop of New York. Msgr. Voight is or was a member of the National Catholic Music Educators Association, the American Council on Education, the N.C.E.A., and several other educational or civic organizations.

Associate Superintendent

REV. RAYMOND P. RIGNEY, who has been assistant superintendent of schools for the Archdiocese of New York since 1945, has been promoted to the status of associate superintendent. Father Rigney pursued graduate studies in education for two years at Fordham University and is at present a candidate for the degree of doctor of education at New York University. He has been active in Catholic educational groups as well as in Boy Scouts and C.Y.O. work.

REQUIESCANT IN PACE

● VERY REV. FRANCIS E. FOX, O.S.F.S., professor of physics and dean of the school of engineering and architecture at the Catholic University of America, Washington, D. C., died suddenly, December 29, 1953, at the age of 44. A nationally known authority in the field of ultrasonics, he was a consultant to the U. S. Navy during and after World War II. In 1950 he represented the U. S. Navy at an international meeting of ultrasonics experts in Rome.

At the time of his death, Msgr. Fox was provincial councilor of the Oblates of St. Francis de Sales. Previously he had been assistant provincial, and superior of De Sales Hall, in Washington. A member of the faculty of the Catholic

University since 1936, he received his doctorate there in 1937, and became a full professor in 1949. He was named dean of the school of engineering and architecture in May, 1953.

● REV. SYLVESTER SCHMITZ, O.S.B., dean of St. Benedict's College, Atchison, Kans., for the past 18 years, died December 21, 1953, at the age of 65. Father Schmitz was widely known in educational circles throughout the United States.

● REV. GEORGE LEGERE, S.S.S., national director of the Nocturnal Adoration Society of the United States, died December 22, 1953. He was 42 years of age. A member of the Blessed Sacrament Fathers, he was an editor of *The Sentinel of the Blessed Sacrament*, monthly publication of the Nocturnal Adoration Society.

● MOTHER MARY PAUL CARRICO, superior general of the Sisters of St. Francis of the Blessed Virgin Mary for 24 years, died at the mother house early in January, after a long illness. Mother Paul, who was 86 years of age, observed the 70th anniversary of her entrance into the order in August of last year. Born in Owensboro, Ky., she was a descendant of Maryland Catholics who came to this country with Lord Baltimore in the seventeenth century.

EDUCATIONAL MEETINGS

Inter-American Congress

The fifth annual Inter-American Congress of Catholic Education, held January 4-12, 1954, at Havana, Cuba, was attended by delegates from Catholic educational institutions throughout the Western Hemisphere. The agenda embraced all phases of selection and training of teachers for Catholic schools.

One of the conclusions reached by the Congress was that the position of lay teacher in Catholic schools should be elevated. The increased population in all countries of the Western Hemisphere has made it necessary to give the lay teacher a permanent role in Catholic education, according to Rev. Edward B. Rooney, executive director of the Jesuit Educational Association of the United States.

(Continued on page 30A)



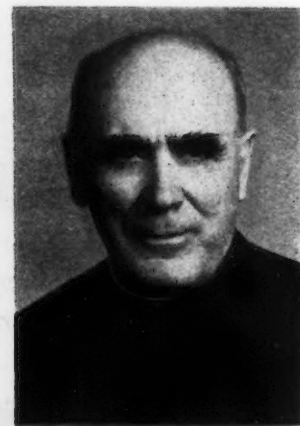
Fabian Bachrach
Very Rev. Msgr. John J. Voight
Educational Secretary
Archdiocese of New York



N. Y. Times Studio
Rev. Raymond P. Rigney
Associate Supt. of Schools
Archdiocese of New York

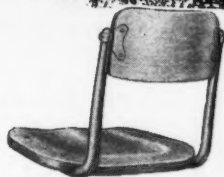


Herman Leonard Photo
Rev. John P. Haverty
Supt. of Schools
Archdiocese of New York



Brother Martin O. O'Hehir, C.B.
of Ireland, Golden Jubilarian at
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not slip. Finder pin
gauges height—makes
adjustment easy. Ad-
justing nut clinched to

inside of collar—can not be removed. Bolt
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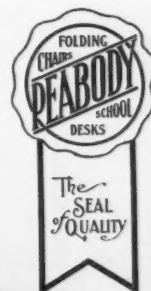


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PEABODY

NORTH MANCHESTER, INDIANA



NOVOPLY PANELING saved construction costs when it was used in place of plaster in the Unqua School, Massapequa, L. I. Typical classroom shows walls and sliding closet doors of Novoply. Panels only need an occasional waxing. Architect: George J. Dippell.

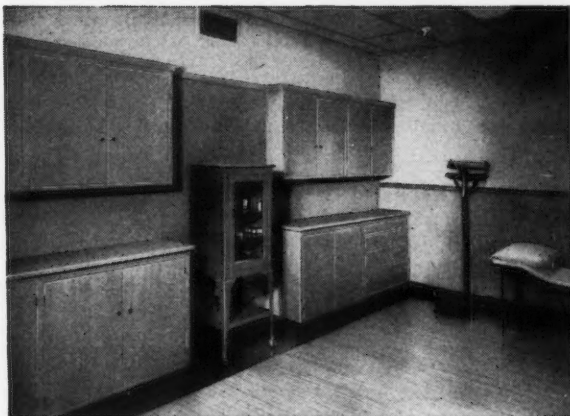
How beautiful Weldwood cuts school maintenance costs



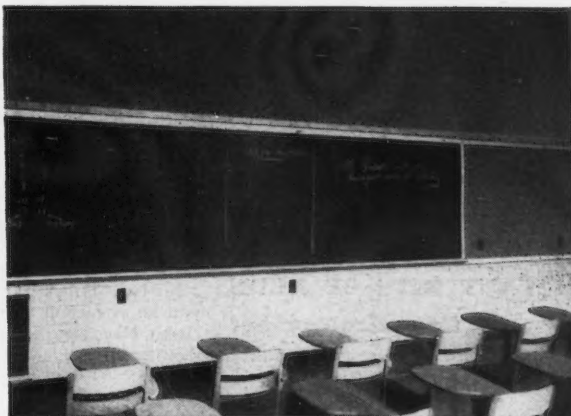
WELDWOOD OAK PANELS give reading room inviting, informal atmosphere in the Unqua School. Weldwood hardwood panels grow more attractive with time, retain their beautiful finish indefinitely. Architect: George J. Dippell.



WELDWOOD BIRCH BUILT-INS shown here are the picture of functional beauty and orderliness. Natural hardwood grain adds warmth and personality to cabinet doors. South School, New Canaan, Conn. Architects: Sherwood, Mills and Smith.



BEAUTIFUL WELDWOOD HARDWOODS used in wainscoting and cabinets of the Health Room in the Unqua School, Massapequa, Long Island, are the picture of cleanliness. The warm natural Weldwood oak paneling is a welcome relief from the usual drab "hospital" look. Architect: George J. Dippell.



ARMORPLY CHALKBOARD never needs resurfacing or replacement. Special porcelain-on-steel surface takes chalk beautifully and holds visual aids with magnets. Doesn't scratch, chip, or dent. Bergen County Vocational School, Hackensack, New Jersey. Architect: Lawrence C. Licht.

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Catholic Education News

(Continued from page 26A)

Among the recommendations made were intensified effort by Catholic schools against Communism, and the creation of a professorship of Christian sociology in all institutions of higher education.

SIGNIFICANT BITS OF NEWS

Canonization Set

Plans for canonization ceremonies raising Blessed Pope Pius X to sainthood on May 29

have been revealed by the Sacred Congregation of Rites at the Vatican. Blessed Pius X will be canonized on Saturday, May 29, during an outdoor ceremony to be held in St. Peter's Square, and on the following morning, Pope Pius XII will celebrate Pontifical Mass in honor of the new saint.

Teenage Classes

A 700 per cent improvement in attendance over last year has been reported in the religion classes for teen agers conducted by Our Lady of Victory Missionary Sisters at Santa Paula, Calif. Last year an average of about 10 attended the weekly classes. Now there are at least 70, with new faces showing up every week.

More convenient class location may be part of

the reason for improved attendance, since a parish school hall has been donated to the use of Our Lady of Victory Missionary Sisters for this project. However, it is felt the theme of this year's study, "Moral Guidance for Modern Teenagers," and the adult discussion plan is the main drawing feature.

Featured in Life

A recent issue of *Life* magazine contained a feature article on Central Catholic High School of Great Falls, Mont., as part of its series of photographic articles on U. S. high school education.

The 8-page article on a church-supported secondary school illustrates how one of the 2600 parochial high schools in this country provides a full academic education for its 355 students, amid an atmosphere of strong faith. The article points out how the diocesan school drew on several parishes in the diocese for support instead of one; how it acquired instructors from several teaching sources, and how the school's first-rate faculty applies Christian principles to the personal, social, economic, and national life of the students.

Also included is what the parents of these students seek, when they send their sons and daughters to this Catholic school, and what the students get that they would not get in a public institution.

Teachers' Low Pay

In a recent audience with Pope Pius XII, delegates to the National Congress of Catholic Middle School Teachers held in Rome, heard the Holy Father deplore the dangers of materialism not only to teachers and students, but also to the cultural life of the nation. He mentioned specifically the bad effects of low pay to teachers. Pope Pius said it not only failed to assure them the money and time necessary for personal culture and pedagogical improvement, but failed to provide the bare necessities of life, especially "for those who have had the courage to assume the burden of a family."

"A society which is concerned with intellectual and moral attainments," he asserted, "which does not wish to slide toward materialism, must show the esteem it holds for the profession of the teacher by seeing that he receives a compensation that corresponds with his social standing."

More School-Age Children

The number of school-age children increased in every state except Arkansas between April 1, 1950, and July 1, 1952, the Census Bureau reports.

Nevada showed the biggest gain of school-age children, with an increase of 21 per cent, followed by Arizona, Florida, California, and Delaware. Owing to heavy migration, these states also ranked high in total percentage of population increase.

Girl Scout Week

Girl Scout Week, formerly observed in October, will be celebrated hereafter in March and will take place during the week which includes March 12, anniversary of the founding of Girl Scouting in the U. S., according to a recent announcement. The change, recommended by the 32nd Girl Scout National Convention in October, 1953, sets Girl Scout Week to be celebrated March 7-13.

March 12 will mark the 42nd anniversary of

(Continued on page 32A)

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American Seating High-School Desk No.445

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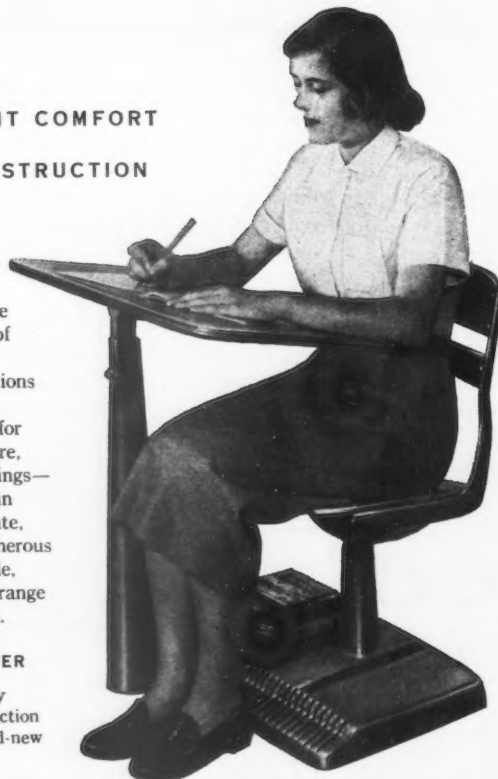
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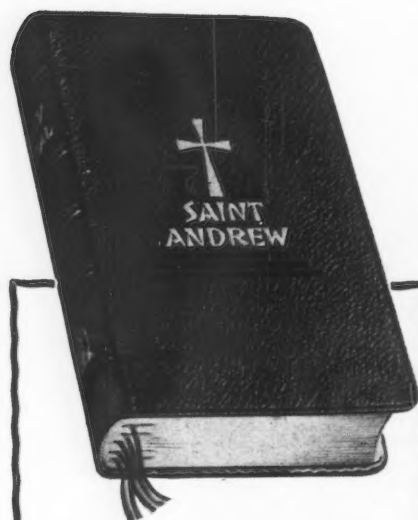
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Catholic Education News

(Continued from page 30A)

the day in 1912, when the late Juliette Gordon Low called together a group of girls in Savannah, Ga., to hear about the Girl Guide movement in England. Twelve of the girls formed the first Girl Scout troop in the United States. From this little band has grown the two-million member national Girl Scout organization, which is part of the 32-nation World Association of Girl Guides and Girl Scouts.

Theme for the 42nd Girl Scout Birthday and Week is "Know your neighbors—know your nation." Local Girl Scout councils are planning to demonstrate this theme through such events as visits to historic sites or to new projects under construction, programs designed to recognize new citizens in the community, and special displays and exhibits.

DIOCESAN REPORTS

Diocese of Madison

A revised curriculum for the elementary schools of the Madison (Wis.) Diocese is now in progress, it is reported. Overcrowded schoolrooms, overcrowded schedules, and the teacher shortage prompted this action.

First task will be the revising of the curriculum of the two and three grades-per-room schools; this will be in effect the revision of the rural school course of study. When this is well advanced, the urban school course of study will undergo similar revision. This program is expected to consume two years of research before final steps can be taken toward permanent revision.

A committee of teachers active in the schools concerned, and recommended by their superiors, will assist the Department of Education in the project.

PUBLIC SCHOOL RELATIONS

Spiritual Values Program

A two-month trial of the new program for teaching moral and spiritual values in the public schools of San Diego, Calif., has not brought a single protest, a school official reported recently.

In the execution of the program, manuals were prepared as guides to elementary and high school teachers incorporating suggestions by representative Protestant, Catholic, and Jewish clergymen. This is the first step in a program meant, ultimately, to include Bible reading in the schools. Basic ingredients of the program founded on these beliefs are set forth as: assumption of the existence of, and reverence for, God; respect for personality; loyalty to American ideals; responsibility for self-direction and strengthening of character; perseverance and pursuit of worthy goals; devotion to truth; respect for the Golden Rule, brotherhood, and sensitivity and creative ability.

The program was devised over a period of nearly two years by a School-Community Advisory Committee as a replacement for a released-time program dropped by the San Diego school system in 1947 because of local objections and the possibility of legal complications.

St. James Bible Banned

Distribution of the King James version of the New Testament to students attending New Jersey's public schools has been barred by a decision

(Continued on page 34A)



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BELTON, TEXAS



Catholic Education News

(Continued from page 32A)

of the New Jersey Supreme Court recently. The ruling was unanimous.

Chief Justice Arthur T. Vanderbilt, who delivered the court's 20-page written opinion, said that to allow the distribution of the Protestant version of the New Testament would be "renewing the ancient struggle among the various religious faiths to the detriment of all" and that this the court "must decline to do."

The case originated when the board of education of Rutherford, N. J., decided to distribute the King James version of the New Testament

along with the Books of Psalms and Proverbs to the students of public schools.

The Gideons International had donated the King James version of the New Testament and the Books of the Old Testament for distribution among public school students in the Rutherford district. In the lower court case, it was contended that the distribution of the King James version was objectionable to adherents of the Jewish and Catholic faiths, and also to some other non-Protestant denominations.

COLLEGES AND UNIVERSITIES *Catholic U. Acquires Columbus U.*

The Catholic University of America, next fall, will take over Columbus University in downtown Washington, D. C., according to a recent an-

nouncement by Bishop McEntegart, rector of Catholic University. The merger will give Catholic University its first downtown campus and facilitate its night school for government employees.

Columbus University now has about 100 students of law and 125 students of accounting. It was founded 35 years ago by the Knights of Columbus as an evening professional school; it was incorporated as a nonprofit institution by a special act of Congress.

No financial consideration is involved, said Bishop McEntegart; Columbus University is simply turning over its buildings, endowment, law library, etc., to Catholic University which assumes all the obligations of Columbus University.

Adult Education at Providence

In commemoration of the Marian Year, the school of adult education at Providence College, Providence, R. I., is offering a free series of lectures on the Marian Year and the Layman.

Of special interest also is the Open Health Forum conducted monthly by the Doctors' Guild of the Thomistic Institute of the College and the series conducted by the Institute of Industrial Relations of the Labor-Management Guild.

MU Adds Political Science

A department of political science was added to the academic divisions of Marquette University's college of liberal arts with the opening of the spring term, February 8. Political science courses have been offered at Marquette through other departments for the past 20 years. Both the major and the minor, however, were dropped during World War II, although the minor was restored in 1946.

Heading the department will be Dr. Anthony T. Bouscaren, former director of the Division of Soviet and Communist Studies at the University of San Francisco and a graduate of Yale University and the University of California. Two of Dr. Bouscaren's books, *Imperial Communism* and *America Faces World Communism*, were published last year.

Retirement Scholarships

The evening division of Loyola University of the South, New Orleans, has put into effect a plan called "retirement scholarships" that make it possible for anyone over the age of 65 to enroll in the evening division without paying any tuition. According to Dr. Raymond Witte, chairman of the evening division, free admission is given not only to encourage study among elderly persons, but it is also a debt of gratitude for their contributions to the cultural and economic advancement of the city. Two persons have already taken advantage of the scholarship: a 76-year-old Spanish-American war veteran and a 69-year-old lady.

The evening division is also offering courses at half-tuition cost to the wives of evening department students.

New Scholarship Fund

A special scholarship fund just established at St. Mary's College, Calif., will benefit prospective students for the field of medicine. The scholarship program was presented to the college by the Henry J. Kaiser Family Foundation.

The academic grants to meet tuition costs at St. Mary's will be available to premedical students only.

(Continued on page 36A)

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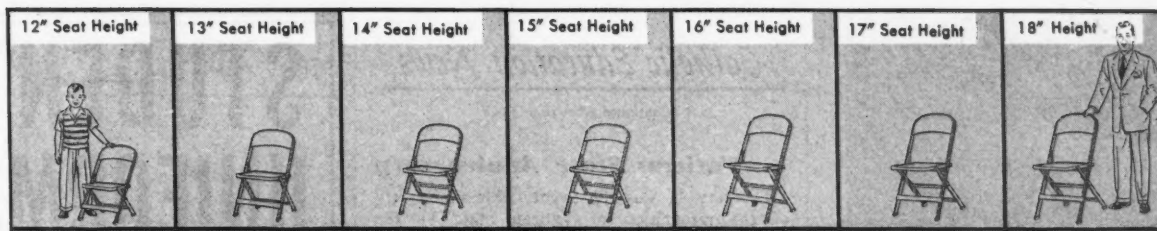
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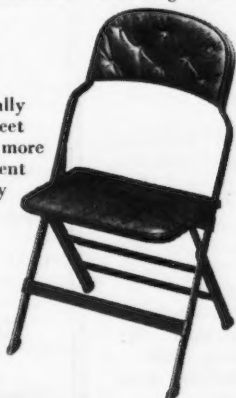
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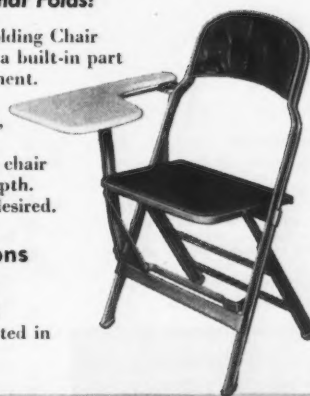
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Catholic Education News

(Continued from page 34A)

Vatican State Anniversary

February 11 was the twenty-fifth anniversary of the recognition of Vatican State by the Lateran Treaty signed by the late Cardinal Gasparri for Pope Pius XI and by Mussolini for Italy.

COMING CONVENTIONS

Mar. 4-6. Association for Higher Education (NEA) at Congress Hotel, Chicago. Secretary: Dr. G. Kerry Smith, 1201—16th St., N.W., Washington 6, D. C.

Mar. 12-13. California Industrial Education Association, Fresno Hotel, Fresno, Calif. Secretary: Lee D. Bodkin, 13 Education Building, UCLA, Los Angeles 24. Exhibits: Robert P. Hansler, Fresno Junior College, Fresno.

Mar. 17-19. Mississippi Education Association, Heidelberg Hotel, Jackson, Miss. Secretary: Floyd C. Barnes, P. O. Box 826, Jackson. Exhibits: Mr. Barnes.

Mar. 18-20. Georgia Education Association, Atlanta Municipal Auditorium, Atlanta. Secretary: J. Harold Saxon, 706 Walton Bldg., Atlanta. Exhibits: Mrs. Margeret B. Jones, same address.

Mar. 18-20. New Jersey Vocational & Arts Association, Berkeley-Carteret Hotel, Asbury Park, N. J. Secretary: Mrs. Hazel N. DeCamp, 8 Mountain View Place, Irvington 11, N. J. Exhibits: Harold D. Shannon, 1416 Unami Ave., Asbury Park.

Mar. 18-20. North Carolina Education Association, Sir Walter Hotel, Raleigh. Secretary: Mrs. Ethel Perkins Edwards, N.C.E.A., Box 350, Raleigh. Exhibits: Mr. John G. Bikle, Box 350, Raleigh.

Mar. 18-20. Oregon Education Association, 1530 S. W. Taylor, Portland. Secretary: Cecil W. Posey, same address. Exhibits: Edward Elliott, same address.

Mar. 22-26. North Central Association of Colleges & Secondary Schools, Palmer House, Chicago. Secretary: Charles W. Boradman, 106 Burton Hotel, Univ. of Minnesota, Minneapolis. No exhibits.

Mar. 25-26. Alabama Education Association, Tutwilt Hotel, Birmingham. Secretary: Frank L. Grove, 422 Dexter Ave., Montgomery. Exhibits: Vincent Raines, same address.

Mar. 25-27. Indiana Industrial Education Association, French Lick Hotel, French Lick, Ind. Secretary: H. G. McComb, State Dir. of T. & I., 215 State House, Indianapolis.

Mar. 25-27. Kansas Home Economics Association, Hotel Jayhawk, Topeka. Secretary: Miss Alice Beezley, Fort Hays Teachers College, Hays, Kans. No exhibits.

Mar. 25-27. Ohio Industrial Arts Association, Neil House, Columbus, Ohio. Secretary: Mr. H. F. Edgar, 239 Clinton St., Wauseon, Ohio.

Mar. 25-31. Music Educators National Conference, Chicago, Ill.

Mar. 26. Alabama Vocational Association, Phillips High School, Birmingham. Secretary: H. R. Culver, Thach Hall, Auburn. No exhibits.

Mar. 26-27. Missouri Home Economics Association, Columbia, Mo. Secretary: Mildred Wright, Kansas City Jr. College, Kansas City, Mo. No exhibits.

(Concluded on page 37A)

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Catholic Education News

(Concluded from page 36A)

Mar. 26-27. South Carolina Education Association, Columbia, S. C. Secretary: J. P. Coates, 1510 Gervais St., Columbia. Exhibits: Mr. Coates.

Apr. 1-3. National Science Teachers Association, Morrison Hotel, Chicago. Secretary: Robert H. Carleton, 1201—16th St., N.W., Washington 6, D. C. Exhibits: Mr. Carleton.

Apr. 7-9. Inland Empire Education Association, Spokane, Wash.

Apr. 8-9. Tennessee Education Association, Andrew Jackson Hotel, Nashville. Secretary: F. E. Bass, 321—7th Ave., N., Nashville. No exhibits.

Apr. 8-10. Florida Education Association, Miami. Secretary: Ed Henderson, 220 Centennial Bldg., Tallahassee. Exhibits: Mr. Henderson.

Apr. 8-10. Florida Vocational Association, McAllister Hotel, Miami. Secretary: Mrs. Julia Burns, Brewster Vocational School, Tampa. Exhibits.

Apr. 8-10. Illinois Vocational Association, Leland Hotel, Springfield, Ill. Secretary: Paul R. Waugh, Board of Education, Peoria. Exhibits: Arthur LaPointe, Board of Education, 228 N. LaSalle St., Chicago.

Apr. 8-10. New York State Vocational & Practical Arts Association, Hotel Statler, Buffalo. President: Jos. C. Deluhery, N. Y. State Vocational and Practical Arts Association, 1500 Elmwood Ave., Buffalo 7. Exhibits.

Apr. 9. Tennessee Vocational Association, 202 Memorial Bldg., Nashville. Secretary: W. A. Seeley, same address. No exhibits.

Apr. 11-15. Western Arts Association, Pantlind Hotel, Grand Rapids, Mich. Secretary: George S. Dutch, Geo. Peabody College, Nashville, Tenn. Exhibits: Wm. Bealmer, 7776 Lake St., River Forest, Ill.

Apr. 12-15. American Personnel and Guidance Association, Statler Hotel, Buffalo. Secretary: Frank L. Sievers, 1534 O St., Washington 5, D. C. Exhibits: John Joyce, Niagara Public Schools, Niagara Falls.

Apr. 16-17. Missouri Industrial Education Association, Education Bldg., Univ. of Missouri, Columbia. Secretary: Maurice L. Stewart, State Dept. of Education, Jefferson City. Exhibits: Walter Brown, Dept. of Industrial Education, Univ. of Missouri, Columbia.

Apr. 16-17. Missouri Vocational Association, Univ. of Missouri, Columbia. Secretary: H. H. London, Univ. of Missouri, Columbia. Exhibits: W. C. Brown, same address.

Apr. 19-22. National Catholic Educational Association, Conrad Hilton Hotel, Chicago. Chairman: Rt. Rev. Msgr. Daniel F. Cunningham, 205 West Wacker Drive, Chicago 6, Ill. Exhibits: National Organization, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

Apr. 20-21. American Catholic Philosophical Association, Milwaukee.

Apr. 21-24. National Council of Teachers of Mathematics, Sheraton Gibson Hotel, Cincinnati. Secretary: M. H. Ahrendt, 1201—16th St., N.W., Washington 6, D. C. Exhibits: H. C. Christoffer-son, Miami Univ., Oxford, Ohio.

Apr. 23-25. Tennessee Home Economics Association, Farragut Hotel, Knoxville. President: Dr. Margaret Johnson, Peabody, College, Nashville. Exhibits: Miss Alice Sharp, KUB, Knoxville.



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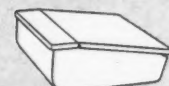
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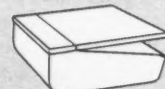
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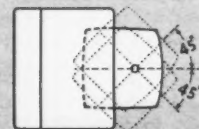
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New Books

(Continued from page 10A)

The Story of Marquette University

By Raphael W. Hamilton, S.J. Cloth, 446 pp., \$6. Marquette University Press, Milwaukee, Wis.

The story of Marquette University begins with a pioneer secondary school, St. Aloysius Academy, opened by the Jesuit Fathers in 1853 and renamed Marquette College in 1881, when the four-year curriculum was lengthened to seven years and a new building occupied. The college continued as a liberal arts college for 25 years, offering a carefully defined course in ancient and modern languages, literature, history, mathematics, religion, and some science, and culminating in a year of scholastic philosophy. For stu-

dents who intended to enter business immediately, a four-year course in which commercial subjects replaced the languages, was available. If the offerings were restricted there was ample compensation in the fact that the teachers were almost exclusively Jesuits and the scholastic requirements were high. The college never enrolled more than 150 students and the interest of the faculty in the student body was close and effective. Every boy was given every possible opportunity and help to succeed and he made good, or else —. In 1906, a complete separation of the high school and college sections was effected; a year later a fourth year was added to the college and considerable liberty was given students, especially in the college, in the choice of electives.

In 1907, the title of the institution was changed following affiliation with a medical college, a dental college, and a college of pharmacy. Additional professional schools were added in rapid succession; in 1908, a school of law and a school

of engineering; in 1910 a school of economics (later changed to College of Business Administration); in the same year a school of journalism. During the next decade a school of music, a school of journalism, a school of speech, and several professional departments were opened. In 1922 the first graduate studies were organized as an independent school.

Since 1906, Marquette difficulties have been almost entirely growing pains—problems of finance, expansion of curricula, and the development of constantly improved teaching staffs. Even now, the university is in the throes of a huge building program which probably will not be completed for another five years.

This history is written by a man who has seen as a faculty member most of the growth of the university and who has been personally acquainted, if not closely associated, with most of the men responsible for the development of the university. The story is told with insight and sympathy and with considerable emphasis on the personal services of the numerous men and women who have been staff members or well wishers of the institution. The book is a valuable addition to the growing list of histories of American Catholic educational institutions and deserves wide study by Catholic educators.

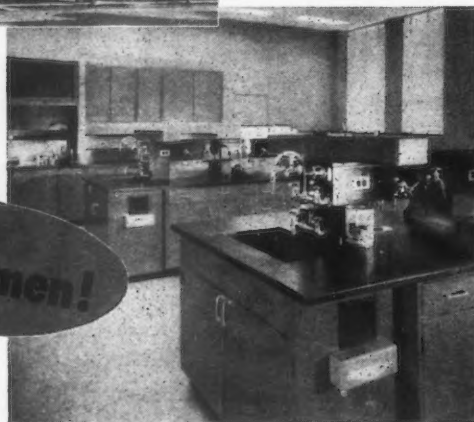


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The Scope

The Scope is an 8-page quarterly published from September to June by the Catholic Science Council of the Archdiocese of New York. The editor is Sister M. Joan, R.D.C. Associate editors are: for chemistry, Rev. Gerard Green; for physics, Rev. Benedict Lindner, O.S.A.; for biology, Brother Leroy, C.F.X. The December, 1953, issue was published at the Academy of Our Lady of Good Counsel, North Broadway, White Plains, N. Y.

The World Is His Parish

The Story of Pope Pius XII, by Mary Fabyan Windeatt. Comic-style, full color, single copy 15 cents, 20 or more copies 10 cents each. Published by Geo. A. Pflaum, Publisher, Inc., 38 West Fifth St., Dayton 2, Ohio.

Written by an author well known for her biographies of saints for children, this comic-book biography tells the story of Pope Pius XII's life, from his delicate childhood through trying school days, youthful disappointments, early work as a priest, rapid rise to high Vatican and diplomatic posts, and eventual spiritual leadership of the Catholic world—all related against the backdrop of a world in crisis. The highly popular medium of the picture story is used here to excellent advantage. This adaptation of a significant story to a popular format should bring its message to many who might not otherwise be reached. The publishers are to be congratulated.

Rehabilitation Centers in the U. S.

The first authoritative manual of information about rehabilitation centers in the U. S., \$1.50. Published by the National Society for Crippled Children and Adults, 11 South La Salle St., Chicago 3, Ill.

Mission for Margaret

By Mary Fabyan Windeatt. Cloth, 230 pp., \$3. The Grail, St. Meinrad, Ind.

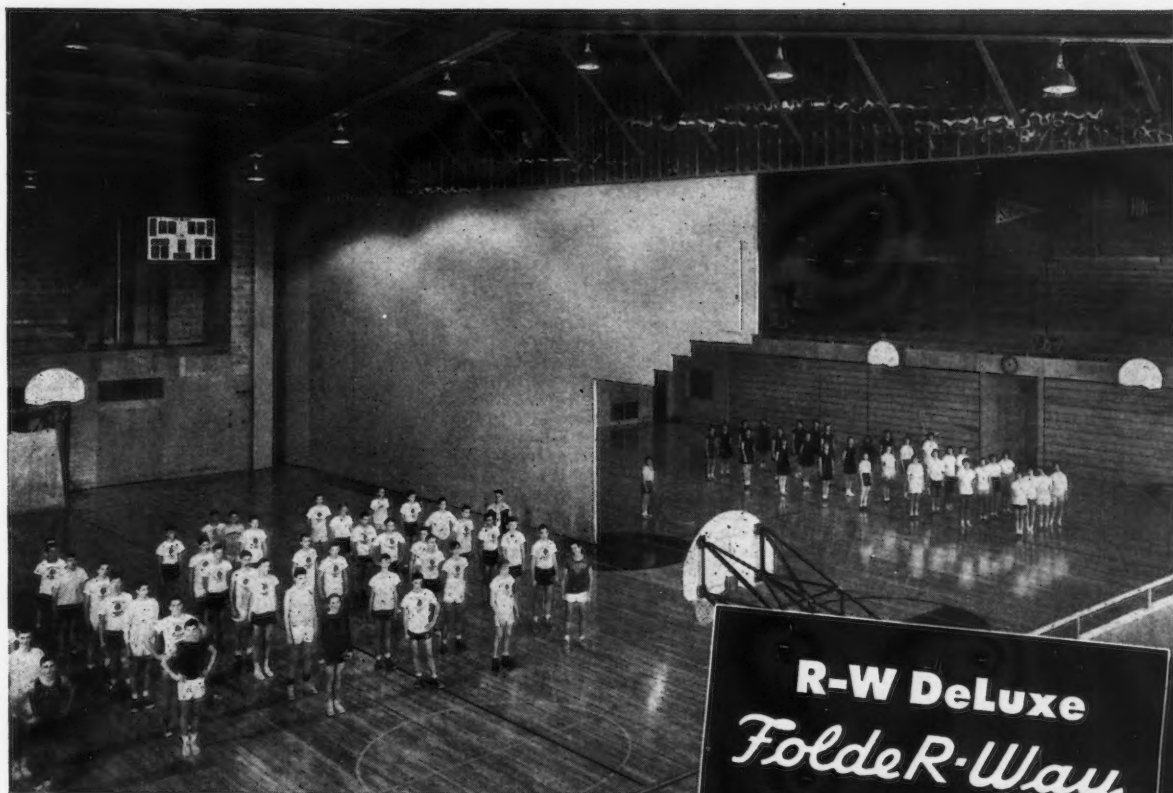
The story of St. Margaret Mary Alacoque and the promotion of devotion to the Sacred Heart, told by the well-known children's author.

Slipper Under Glass

By Lee Wyndham. Cloth, 181 pp., \$2.50. Longmans, Green and Co., Inc., New York 3, N. Y.

An interesting story from the angle of ballet-life portrayal, but not very realistic in incident and character portrayal.

(Continued on page 40A)



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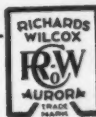


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New Books

(Continued from page 38A)

Catholic Truth Through the Keyhole

By Rev. John Jankauskas and Rev. John Fearon, illustrated by Ralph Smith. Paper, 72 pp., \$1. Published by Catholite, 4747 S. Ashland Ave., Chicago 9, Ill.

This booklet, first of the "Catholite Series," is an introduction to Catholic dogma in short, pointed picture essays. Each page contains four pictures in the comic-book format on some particular phase of daily living, past or present. Typical example of these appealing essays is one called "Wild Muscles," showing in the first picture: "Bill has great control over those fighting muskies as he drags them in . . .," in the second: "He has great control over a bowling ball . . .," in the third: "He has great control over Fido, his dog . . .," and in the last: "But he has no control over his tongue!" Other strips are more humorous, but just as meaty.

The authors have been most careful in directing appeal to children, through selection of strips used, as well as to teen agers, and adult men and women, which is a large order in itself. This booklet cannot fail to benefit anyone who lays his hands on it, Catholic and non-Catholic alike.

A Song Approach to Music Reading

By Charles Leonhard. Paper, 149 pp., \$2. Silver, Burdett & Co., New York, N. Y.

The preface to this book indicates that it was "designed to help beginning students learn to read music through singing. It is addressed to individuals for self-teaching purposes, to students in high school or college, and especially to teachers in the elementary schools. . . . It can be adapted for a wide variety of learning situations."

Eighteen familiar songs are presented in the first part of the book, with a wide and rich variety of song material thereafter, including, folk songs, art songs, and others of enduring quality.

Light on the Mountain

By John S. Kennedy. Cloth, 206 pp., \$3. McMullen Books, Inc., New York 7, N. Y.

Father Kennedy presents here a very interesting account of the little-known apparition of our Lady at LaSalette, of its effect on the children to whom she appeared, and its effect upon the people of the region. It is the first book in the English language for adults on this subject.

Sara's Lucky Harvest

By Helen D. Olds. Cloth, 64 pp., \$1.60. Julian Messner, Inc., New York 18, N. Y.

Sara's lucky harvest did not only include a good potato crop for her grandfather or finding her pet deer, Peppy. It did not only refer to winning a new potato digger for "Gramps'" Maine potato farm. The real harvest was learning that kindness can lead to friendship. Another in the "Everyday Adventure" series, the book includes the story of how potatoes are grown and used, but it is primarily the tale of a little girl and her search for a lost deer. Age group, 8-12.

Cross-Country Bus Ride

By Enid Johnson. Cloth, 64 pp., \$1.60. Julian Messner, Inc., New York 18, N. Y.

Written for the 6 to 9 age group, *Cross Country Bus Ride* will prove interesting and informative to any child with the urge to travel. Nancy and Ned, with their parents, make a bus trip to Cheyenne for the rodeo, and then to Yellowstone National Park. The trip teaches Nancy and Ned a real lesson in human relations as well as the pleasure involved in bus travel.

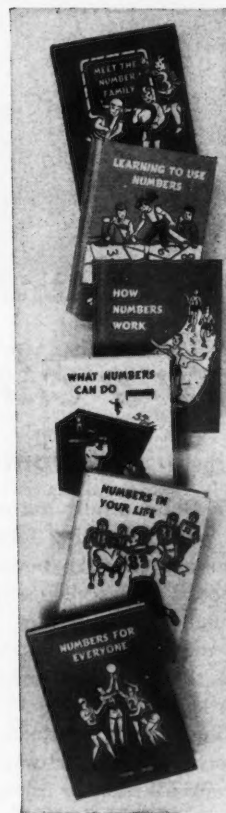
(Continued on page 42A)

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New Books

(Continued from page 40A)

Make Way for Water

By Eleanor Clymer. Cloth, 64 pp., \$1.60. Julian Messner, Inc., New York 18, N. Y.

The story of Peter, an 11-year-old boy whose farm must be sacrificed so that a water reservoir may be built, and how he learns the value and importance of water in the complex pattern of city life. It is intended for the 8-12 age group.

Peanut Butter Mascot

By Helen D. Olds. Cloth, 64 pp., \$1.60. Julian Messner, Inc., New York 18, N. Y.

The heroine of this book (an "Everyday Adventure" story) would seem to be Petunia, a small black-and-white pig, who is being entered in the state fair contests. But the real focal point of this story of 10-year-old Dave and his pig is a large peanut butter factory which is explored in some detail and presented as a fascinating place indeed.

Whistle for Cindy

By Gladys Rourke Blackwood. Cloth, \$1.50. Albert Whitman & Co., Chicago, Ill.

Written and illustrated by Gladys R. Blackwood, this is the story of Cynthia and her cocker spaniel puppy, Cindy, and a seemingly magic whistle. It will be of interest to the 5- to 7-year-olds.

Brownie Makes the Headlines

By Ted Wear. Cloth, 64 pp., \$1.60. Julian Messner, Inc., New York 18, N. Y.

Intended for children 6 to 9, this book tells the story of how a newspaper is made. Brownie, a small cocker spaniel and the mother of 5 new

puppies, becomes lost. Because the story is front-page material, Tommy—her master—is taken through the *Daily Chronicle* office and print shop for an informative tour. Because the printing process is a complicated one, the story of Brownie may fail to keep the young reader's attention. It would seem, to the reviewer, that an older audience might appreciate the story of how a newspaper is born, but the 6-9 age group may be more interested in the story of Brownie without complicated and overshadowing material.

BOOKS RECEIVED

The Easter Story

By Felix R. McKnight. Cloth, 31 pp., \$2.50. Henry Holt & Co., New York 7, N. Y.

Margaret of Metola

By W. R. Bonniwell, O.P. Cloth, 177 pp., \$2.50. P. J. Kenedy & Sons, New York 8, N. Y.

As the Stars They Shall Shine

By Mother M. Ignatius, D.M.J. Cloth, 192 pp., \$3. Vantage Press, Inc., New York 1, N. Y.

Enjoying Health

By Evelyn G. Jones. Cloth, 434 pp., no price given. J. B. Lippincott Co., Philadelphia 6, Pa.

Building Health

By Dorothea M. Williams. Cloth, 432 pp., no price given. J. B. Lippincott Co., Philadelphia 6, Pa.

On Our Way

By Robert Patterson, Mildred Mebel, and Lawrence Hill. Cloth, 372 pp., \$3.50. Holiday House, New York, N. Y.

The Last Mammoth

By Manly Wade Wellman. Cloth, 222 pp., \$2.50. Holiday House, New York, N. Y.

La Salle of the Mississippi

By Ronald Syme. Cloth, 184 pp., \$2.50. Wm. Morrow and Co., Inc., New York 16, N. Y.

Grammar in Action

By J. C. Tresler. Cloth, 391 pp., \$2.48. D. C. Heath & Co., Boston, Mass.

Francis Thompson and Wilfrid Meynell

By Viola Meynell. Cloth, 212 pp., \$4.50. E. P. Dutton & Co., Inc., New York 10, N. Y.

What's Inside of Engines?

By Herbert S. Zim. Cloth, 32 pp., \$1.75. Wm. Morrow and Co., Inc., New York 16, N. Y.

Famous Women Singers

By Homer Ulrich. Cloth, 128 pp., \$2.50. Dodd, Mead & Company, New York, N. Y.

Wild Dogs of Drowning Creek

By Manly Wade Wellman. Cloth, 221 pp., \$2.50. Holiday House, New York, N. Y.

Good-bye, Mr. Chips

By James Hilton. Adapted by Salibelle Royster. Cloth, 109 pp., \$1.72.

Anna and the King of Siam

By Margaret Landon. Adapted by Frederick Houk Law. Cloth, 324 pp., \$2.24.

The Citadel

By A. J. Cronin. Adapted by Frederick Houk Law. Cloth, 552 pp., \$2.64.

Cheaper by the Dozen

By Gilbreth and Carey. Adapted by Frederick Houk Law. Cloth, 264 pp., \$2.16.

Arithmetic Workbooks, Grades 3 to 8

By John R. Clark, Charlotte W. Junge, Roland R. Smith, Caroline H. Clark, and Francis F. Lankford, Jr. Paper, 144 pp., 64 cents each. World Book Company, Yonkers-on-Hudson, N. Y.

Trinity Whom I Adore

By Dom Eugene Vandeur, O.S.B. Cloth, 164 pp., \$2.75. Frederick Pustet Co., Inc., Cincinnati 1, Ohio.

Television — Advertising and Production Handbook

By Irving Settel, Norman Glenn, and others. Cloth, 480 pp., \$6. Thomas Y. Crowell Co., New York 16, N. Y.

The Grace of Guadalupe

By Frances Parkinson Keyes. Cloth, 182 pp., \$3.50. Julian Messner, Inc., New York 18, N. Y.

A Guide for Catholic Teachers

By M. T. Marnane. Cloth, 164 pp., \$2.50. McMullen Books, Inc., New York 7, N. Y.

Lister, Sister Superior

By John E. Moffatt, S.J. Cloth, 208 pp., \$2.75. McMullen Books, Inc., New York 7, N. Y.

Jesus, Son of Mary

By Bishop Fulton J. Sheen. Boards, 40 pp., \$1. McMullen Books, New York 7, N. Y.

Improving the Supervision of Instruction

By Harold Spears. Cloth, 478 pp., \$4.75. Prentice-Hall, Inc., New York 11, N. Y.

Maggie Daly's Guide to Charm

By Maggie Daly. Cloth, 176 pp., \$2.50. Dodd, Mead & Co., New York, N. Y.

The Boarding School Mystery

By Dorothy Horton McGee. Cloth, 250 pp., \$2.50. Dodd, Mead & Co., New York, N. Y.

Maureen Marshal, Private Eye

By Bernadine Bailey. Cloth, 248 pp., \$2.50. Dodd, Mead & Co., New York, N. Y.

(Continued on page 44A)

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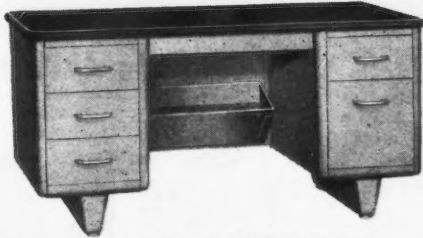
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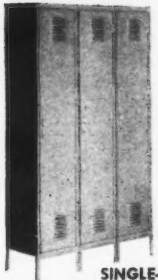
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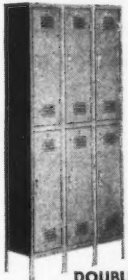
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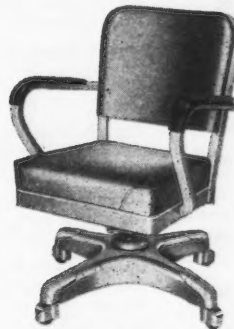


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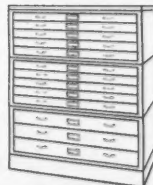
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New Books

(Continued from page 42A)

Indian Adventure Trails

By Allan A. MacFarlan. Cloth, 238 pp., \$2.75. Dodd, Mead & Co., New York, N. Y.

Alphonse and Archibald

By Ruth M. Collins. Cloth, 54 pp., \$2.50. Dodd, Mead & Co., New York, N. Y.

The Story of Peter Tschaikowsky, Part One

By Opal Wheeler. Cloth, 120 pp., \$3. E. P. Dutton & Co., Inc., New York 10, N. Y.

Your School Clubs

By Nellie Zetta Thompson. Cloth, 318 pp., \$3.50. E. P. Dutton & Co., Inc., New York, N. Y.

Motion Pictures

By Samuel Beckoff. Paper, 114 pp., 40 cents. Oxford Book Co., New York 3, N. Y.

Backgrounds of American Freedom

By Edna McGuire. Cloth, 438 pp., no price given. The Macmillan Co., New York, N. Y.

Georgia

By Bernadine Bailey and Kurt Wiese. Cloth, 28 pp., \$1.25. Albert Whitman and Co., Chicago, Ill.

Alabama

By Bernadine Bailey and Kurt Wiese. Cloth, 28 pp., \$1.25. Albert Whitman and Co., Chicago, Ill.

Minnesota

By Bernadine Bailey and Kurt Wiese. Cloth, 28 pp., \$1.25. Albert Whitman and Co., Chicago, Ill.

Andrew Carnegie

By Alvin F. Harlow. Cloth, 182 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

Sara's Lucky Harvest

By Helen D. Olds. Cloth, 64 pp., \$1.60. Julian Messner, Inc., New York 18, N. Y.

Brownie Makes the Headlines

By Ted Wear. Cloth, 64 pp., \$1.60. Julian Messner, Inc., New York 18, N. Y.

Cross-Country Bus Ride

By Enid Johnson. Cloth, 64 pp., \$1.60. Julian Messner, Inc., New York 18, N. Y.

Make Way for Water

By Eleanor Clymer. Cloth, 64 pp., \$1.60. Julian Messner, Inc., New York 18, N. Y.

Learning to Read

By Homer L. J. Carter and Dorothy J. McGinnis. Cloth, 214 pp., \$3.50. McGraw-Hill Book Co., Inc., New York 36, N. Y.

The Childhood of Jesus

By Magdalen Eldon and Frances Phipps. Cloth, 96 pp., \$2. David McKay Co., Inc., New York 17, N. Y.

Three's A Crowd

By Marie McSwigan. Cloth, 192 pp., \$2.50. E. P. Dutton & Co., Inc., New York 10, N. Y.

Opportunities in Travel

By Don Short. Paper, 96 pp. Vocational Guidance Manuals, Inc., New York 36, N. Y.

Opportunities in Ceramics

By Samuel Ray Scholes. Paper, 96 pp. Vocational Guidance Manuals, Inc., New York 36, N. Y.

Opportunities in Plastics

By Denis A. Dearle. Paper, 128 pp. Vocational Guidance Manuals, Inc., New York 36, N. Y.

Opportunities in Physical Education, Health and Recreation

By Jay B. Nash. Paper, 128 pp. Vocational Guidance Manuals, Inc., New York 36, N. Y.

Opportunities in Electrical Engineering

By S. Paul Shackleton. Paper, 128 pp. Vocational Guidance Manuals, Inc., New York 36, N. Y.

Opportunities in Machine Shop Trades

By Benjamin J. Stern. Paper, 96 pp. Vocational Guidance Manuals, Inc., New York 36, N. Y.

(Continued on page 45A)

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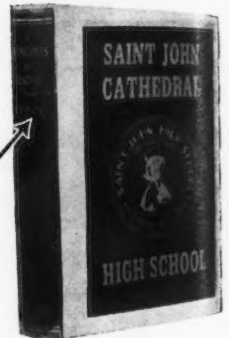
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New Books

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Opportunities in the Hotel Industry

By Shepard Henkin. Paper, 96 pp. Vocational Guidance Manuals, Inc., New York 36, N. Y.

Opportunities in Horticulture

By C. Owen Brantley. Paper, 96 pp. Vocational Guidance Manuals, Inc., New York 36, N. Y.

Opportunities in Electrical Trades

By Joseph S. Hyman. Paper, 96 pp. Vocational Guidance Manuals, Inc., New York 36, N. Y.

Opportunities in the Merchant Marine

By John J. O'Connor, Jr. Paper, 160 pp. Vocational Guidance Manuals, Inc., New York 36, N. Y.

Practical Parliamentary Procedure

By Rose Marie Cruzan. Cloth, 220 pp., \$2.50. McKnight & McKnight Publishing Co., Bloomington, Ill.

Boxes

By Jean Merrill, with pictures by Ronni Solbert. Cloth, 30 pp., \$2.50. Coward-McCann, Inc., New York, N. Y.

Ning's Pony

By Hester Hawkes. Cloth, 32 pp., \$2. Coward-McCann, Inc., New York, N. Y.

The New Eucharistic Legislation

A Commentary on "Christus Dominus" by John C. Ford, S.J. Heavy paper, 130 pp., \$1.50. P. J. Kenedy & Sons, New York 8, N. Y.

Creative Expression With Crayons

By Elise Reid Boylston. Heavy glossy paper, 100 pp., \$3.95. The Davis Press, Inc., Worcester 8, Mass.

Let's Explore the Great Lakes

By F. Raymond Elms. Cloth, 80 pp., \$2. Albert Whitman & Co., Chicago, Ill.

Dear Little Deer

By Maj Lindman. Cloth, 30 pp., \$1.50. Albert Whitman & Co., Chicago, Ill.

The Popcorn Dragon

By Jane Thayer. Cloth, 48 pp., \$2. Wm. Morrow and Co., Inc., New York 16, N. Y.

Zoo Babies

By William Bridges. Cloth, 96 pp., \$2.50. Wm. Morrow and Co., Inc., New York 16, N. Y.

Lee, the Gallant General

By Jeanette Eaton. Cloth, 72 pp., \$2. Wm. Morrow and Co., Inc., New York 16, N. Y.

What's Inside the Earth?

By Herbert S. Zim. Cloth, 32 pp., \$1.75. Wm. Morrow and Co., Inc., New York 16, N. Y.

The Magic Ball From Mars

By Carl L. Biemiller. Cloth, 128 pp., \$2.50. Wm. Morrow and Co., Inc., New York 16, N. Y.

City Dog

By Gerald Raftery. Cloth, 216 pp., \$2.50. Wm. Morrow and Co., Inc., New York 16, N. Y.

Life With Father

By Clarence Day. Cloth, 236 pp., \$2.16. Globe Book Company, New York 10, N. Y.

The Moonstone and the Woman in White

Wilkie Collins, adapted by Verda Evans. Cloth, 230

The Prince and the Pauper

By Mark Twain, adapted by Marjorie Holmes. Cloth, 136 pp., \$1.72. Globe Book Company, New York 10, N. Y.

The Red Badge of Courage

By Stephen Crane, adapted by Frederick H. Law. Cloth, 196 pp., \$1.84. Globe Book Company, New York 10, N. Y.

The Unreluctant Years

By Lillian H. Smith. Cloth, 194 pp., \$4.50. Published by the American Library Assn., Chicago, Ill.

Vatican Art

By Karl Ipsier. Cloth, 198 pp., \$7.50. Philosophical Library, New York, N. Y.

(Concluded on page 46A)

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(Concluded from page 45A)

Building the Integrated Curriculum

Edited by Sister M. Janet Miller, S.C. Cloth, 172 pp., \$2.50; paper, \$1.75. Catholic University of America Press, Washington 17, D. C.

Art in Catholic Secondary Schools

Edited by Sister Augusta Zimmer, S.C. Cloth, 190 pp., \$3; paper, \$2.25. Catholic University of America Press, Washington 17, D. C.

Functional Mathematics, Book 1

By Gager, Mahood, Shuster, Kokomoor. Cloth, 434 pp., \$2.96. Charles Scribner's Sons, New York 17, N. Y.

Functional Mathematics, Book 2

By Gager, Carlton, Shuster, Kokomoor. Cloth, 448 pp., \$2.96. Charles Scribner's Sons, New York 17, N. Y.

Michael and Patsy

By Dorothy and Marguerite Bryan. Cloth, 64 pp., \$2.50. Dodd, Mead & Company, New York, N. Y.
By Arch O. Heck. Cloth, 514 pp., \$6. McGraw-Hill Book Company, Inc., New York 36, N. Y.

The Militant Life

By Stephane Joseph Piat, O.F.M., trans. by James Meyer, O.F.M. Cloth, 200 pp., \$2.75. Franciscan Herald Press, 1434 W. 51st St., Chicago, Ill.

This Is Our Valley, new edition

By Sister M. Marguerite, S.N.D., and Miriam Mason. Cloth, 320 pp., \$1.88. Ginn and Company, Boston 17, Mass.

Our Lady of Springtime

By Sister Mary Jean Dorcy, O.P. Cloth, 48 pp., \$1.25. St. Anthony Guild Press, Paterson, N. J.

Religious Vacation School Manual, Grades 1 & 2

By Sister M. Rosalia, M.H.S.H. Paper, 114 pp., 50 cents. Confraternity of Christian Doctrine, Publications Dept., Paterson 3, N. J.

Guidance and Counseling

By Lester N. Recktenwald. Cloth, 192 pp., \$3.25; paper, \$2.50. Catholic University of America Press, Washington 17, D. C.

News of the World

"A History of the World in Newspaper Style" by Sylvan Hoffman, editor, and C. Hartley Grattan, Assoc. editor. Newspaper set, \$3.72 each. Prentice-Hall, Inc., New York, N. Y.

Discipline and Integration in the Catholic College

Edited by Roy J. Deferrari, Ph.D. Cloth, 207 pp. The Catholic University of America Press, Washington 17, D. C., 1951.

Baseball's Greatest Lineup

Compiled and edited by Christy Walsh. Cloth, 312 pp., \$3.75. A. S. Barnes & Co., New York 16, N. Y.

Birds and Their Nests

By Olive L. Earle. Cloth, 64 pp., \$2. Wm. Morrow and Co., Inc., New York 16, N. Y.

Columbus, Finder of the New World

By Ronald Syme. Cloth, 70 pp., \$2. Wm. Morrow and Co., Inc., New York 16, N. Y.

A Leaf of Gold

By Sarah Louise Barrett. Cloth, 238 pp., \$2.50. Dodd, Mead & Company, New York, N. Y.

Watergate: A Story of the Irish on Erie Canal

By Herbert Best. Cloth, 240 pp., \$2.50. John C. Winston Co., Philadelphia, Pa.

Milkman Freddy

By Elizabeth Helfman. Cloth, 163 pp., \$1.50. Julian Messner, Inc., New York 18, N. Y.

Seratchy

By John Parke. Cloth, 126 pp., \$2. Wm. Morrow and Co., New York 16, N. Y.

The Book of Mapor League Baseball Clubs

Edited by Ed. Fitzgerald. Cloth, 249 pp., \$3. A. S. Barnes & Co., New York 16, N. Y.

Wires Up

By Ruth Tooze. Cloth, 64 pp., \$1.50. Julian Messner, Inc., New York 18, N. Y.

A Flag for the Fort

By Carl Carmer. Cloth, 125 pp., \$2.50. Julian Messner, Inc., New York 18, N. Y.

Fireman for a Day

By Zillah K. Macdonald. Cloth, 62 pp., \$1.50. Julian Messner, Inc., New York 18, N. Y.

Alexander Hamilton's Wife

By Alice Curtis Desmond. Cloth, 273 pp., \$3. Dodd, Mead & Company, New York, N. Y.

Trailing Trouble

By Jim Kjelgaard. Cloth, 219 pp., \$2.50. Holiday House, New York, N. Y.

Master Skylark

Adapted by Mahoney and Preble. Cloth, 292 pp., \$2.24. Globe Book Company, New York 10, N. Y.

A Boy for a Man's Job

Winston Adventure Series. By Nina Brown Baker. Cloth, 179 pp., \$1.50. The John C. Winston Co., Philadelphia 7, Pa.

Earthbound

Science Fiction Series. By Milton Lesser. Cloth, 210 pp., \$2. The John C. Winston Co., Philadelphia 5, Pa.

Marooned on Mars

Science Fiction Series. By Lester Del Rey. Cloth, 210 pp., \$2. The John C. Winston Co., Philadelphia 7, Pa.

Son of the Stars

Science Fiction Series. By Raymond F. Jones. Cloth, 210 pp., \$2. The John C. Winston Co., Philadelphia 5, Pa.

Tommy and the Orange-Lemon Tree

By Enid Johnson. Cloth, 64 pp., \$1.60. Julian Messner, Inc., New York 18, N. Y.

Coast Guard to the Rescue

By Mildred G. Luckhardt. Cloth, 64 pp., \$1.60. Julian Messner, Inc., New York 18, N. Y.

The Tenth Muse

By Fanchon Royer. Cloth, 179 pp., \$2.50. St. Anthony Guild Press, Paterson, N. J.

Honeybee

By Mary Adrian. Cloth, 51 pp., \$2. Holiday House, New York, N. Y.

Roaring River

By Bill Brown. Cloth, \$2.50 pp., \$2.75. Coward-McCann, Inc., New York, N. Y.

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Sister Tibertia Receives a Summons

*Sister M. Felicia, S.S.N.D. **

WITH a nervous twitch of her head Sister Tibertia slowly closed the door on the retreating figure of Sister Carlos. Gripping the doorknob she strained her strength against the durable firmness of the hard wood. Her mind was a complete blank. Gradually, the full impact of the message she had just received forced her numbed brain cells to pick up the scattered words that kept repeating and revolving in her mind. "Mother Myles is at the convent and would like to speak to you." Mother Myles, her provincial, had come to see her. It could mean only that she, Sister Tibertia, would have to face the ordeal that she had been dreading and expecting for the past five years. In twenty minutes Sister Carlos would be back to relieve her and then she would know the worst.

She Couldn't Understand

Now that the blow had fallen she was afraid; afraid of herself, afraid that all her

strong resolves would collapse despite all her brave efforts of the past few years. She was not as brave as she thought she was. A sudden rustle of papers made her turn automatically and she saw her class of forty-seven live wires through blurred vision. She would miss teaching. She would miss the hustle and bustle that preceded every school day. She would no longer belong to the teaching corps of her religious community. Regular routine and the daily round of monotonous school duties which had shackled her for so many years would suddenly cease. Freedom would be hers. But did she desire freedom? Freedom imposed upon her by forced retirement? No. She had hoped to remain at her post of duty until the Lord would call her to her eternal reward. His will be done!

She peered over her glasses and saw the colored pages. That Ronnie! A comic book again! She walked over to the culprit, extricated a dog-eared edition of *Superman* from his geography book and carried it back to her desk. The Lord knew that teaching was

no snap, but it wasn't any more difficult than it had been twenty-five years ago. Children remain the same no matter in what age they live. The modern generation with its numerous gadgets and ultramodern conveniences shifted normal living into high gear. Despite the fast pace set by a materialistic generation, the children of today were equal to it. With proper parental control and a sufficient amount of firm discipline in the school, the youth of today were ready to face any and all problems. She wondered if the pastor had complained about her or whether some of the mothers had brought up the delicate matter of her age at the last P.T.A. meeting. Was seventy such a bad age? She did her work—never missed a day of school, never failed to hand in her daybook. She could keep up with any of the younger Sisters. Take Sister Remie in 5 B, who was fifty-nine and not half as spry as she. Of course she was seventy. Barkley had been vice-president and he was past seventy. Churchill, too, was going strong. Rest? Why,

(Continued on page 50A)

*St. Matthew School, St. Paul, Minn.



Supervised Play at St. Aloysius School, Springfield, Ill. It is part of a program for the diocesan schools supervised by Nicholas C. McRoberts, director of physical education. Eighth grade girls lead the games in each school during recess and noon hour. The program also includes basketball for seventh and eighth grade boys and square dancing for the girls. The photograph was taken by an "Illinois State Journal" photographer.

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WRITE FOR LITERATURE



Sister Tibertia

(Continued from page 48A)

she wasn't tired enough to rest. She would rest in her grave. Relax? She relaxed when she mingled with tousled and grimy-eared ten year olds, who talked about space ships, jet bombers, and the latest escapades of the Lone Ranger.

Reminiscences

Her eyes glanced at the clock. Seven minutes had passed by. It seemed like an eternity since she had answered the knock at the door. Slowly her eyes scanned the unsuspecting faces of her young charges. The faces slowly faded away with panoramic swiftness to reveal the faces of the hundreds of boys and girls that had been entrusted to her care down through the years. She saw the pinched faces of the girls who came to school in pigtails and blue middies. She saw the wan faces of the boys who talked about submarines and the navy. Over in the corner she could dimly discern the slouched figure of Ben, the one problem child of her entire teaching career. She had almost given up hope with him. He had come into her room carrying a chip on his shoulder. "Let anyone dare to knock it off." From the beginning he meant to show her that he was the boss and he deliberately went about causing one commotion after another. What he didn't know was that the forty members of class 5A were stanch allies of Sister Tibertia. She knew when a fight was fair and when it wasn't. Relegating Ben to the corner of the room every time he "pulled one over" ceased to be a punishment. In fact he had enjoyed his isolations. He gloried in his passivity, as he was never called upon for recitations and was spared the agony of making the trek to the blackboard to work hateful arithmetic problems. He tried very hard to attract the attention of his bosom pals and sometimes succeeded.

She remembered the day as if it had happened yesterday. She was at the board at the time writing a question when she heard the voice. "Hands up!" With a quick movement but a calm exterior she turned and faced the class. The class waited expectantly. Without a word she turned back to the board and resumed her writing, her ears attuned to any foreign sounds. As she had expected, the demand was repeated. "Hands up! Your money or your life!" With slow, expressive gestures she placed the chalk in the tray, dusted her fingers, and looked in Ben's direction. All heads had turned to the culprit's corner. "Benjamin Corrie, come up to the front and entertain the class for a few minutes." Surprised that his ruse had been

detected so soon Ben kept his seat. "Come, Benjamin, we're waiting." A deflated Ben walked up to the front of the room and looked uncertainly at teacher and pupils. "Why didn't you tell us you were a ventriloquist? I'm sure that half the class here never heard one." With this assurance, Benjamin Corrie soon had the class in stitches with his clever impersonations. Ben turned out to be a master showman. With his little dummy he had become an international figure, insuring for himself an income that far exceeded his mental capabilities.

With an effort she tried to project the faces of her cherished ones upon her mental screen. The chosen ones who had become priests and Sisters, all working for His cause. How many had been fostered by her prayers and good example? Only God knew. No person can account himself responsible for a vocation. But she had, during the early years of her teaching career, learned to recognize and detect the tiny seedlet of a flowering vocation. These select few had been placed in a special category of her prayers. A little word here and there, a tiny medal or picture, all were little tricks which she had used to advantage. Of them all, Bishop Harte was her favorite. May the dear Lord forgive her for her complacency, but he was her boy and she was mighty proud of him.

It was impossible to believe that she had taught in this same room for thirty years. The second generation was sitting in front of her now. Did they resent her presence? Did they prefer a young Sister to old Sister Tibertia? Someone who was full of pep and laughed with them? Perhaps her methods of disciplining were antiquated but she was positive her pupils were just as orderly and respectful as young Sister Julie's were. She knew for a certainty that her pupils felt relaxed—they loved but did not fear her. Dear Lord, how could she ever give up these precious charges? Released from her duties she would have to adjust herself to almost complete inactivity. Her time would be her own. Time for prayer; time to do all the things for which she never could find time.

What About Anita?

Ten minutes to go, she felt like a soldier preparing for his first battle. Would she have the strength to accept this cross in the spirit of Christ? Would her new "obedience" demand a quick transfer or would her superior permit her to finish off the year? Strange that she should be removed at this time of the year. Perhaps her removal would make room for a less strong Sister desirous of doing her bit in teaching Christ's little ones. How would the children take the transfer? Her eyes roamed about the room and her gaze

(Continued on page 52A)

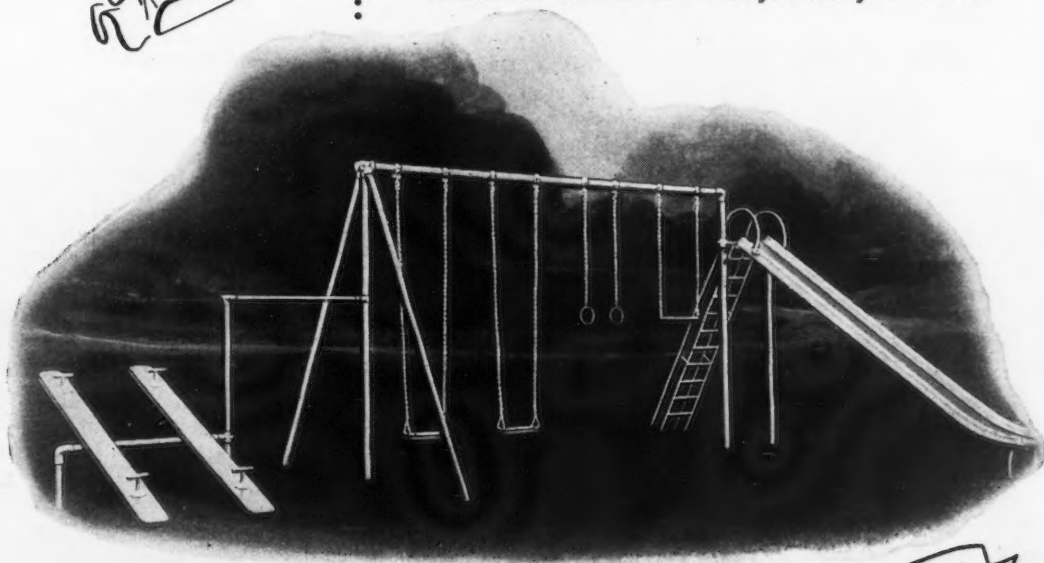
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Sister Tibertia

(Continued from page 50A)

fell upon tiny Anita Collings, a wisp of a mite. A Welfare child, she was never sure just where her next home would be. Currently she resided at the home of one of the parishioners. Mrs. Billing desired to do her best with the child, and, barring the extra income that came in, Anita was proving to be a burden. No fault of Anita's; she was just a poor victim of circumstances. Right now she was a bundle of nerves. During school hours she held herself aloof from all the other children and encased herself within a hard shell of impassiveness. At night her sleep was broken by horrible nightmares. What the dear child needed was a permanent home and loving folks who would shower unrestrained affection upon her love-starved heart. A common bond of affinity had been established between teacher and pupil. It was not only the pathetic air of detachment that attracted her toward the motherless waif, but the elusive quality of spirituality. Anita was different from the rest of her pupils. With proper counseling and guidance Anita could become a "somebody." Would the next teacher take an interest in Anita? Would she—Sister Tibertia did not finish her thought. What a miserable sinner she was, full of pride and conceit. At her age she hadn't learned her lesson that no one is needed. No one is irremovable. Come to think of it, she was glad that she would be going now, now before she celebrated her golden jubilee. The people would probably have done something for her feast day.

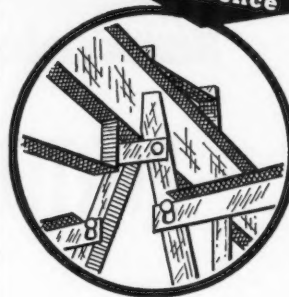
The Exit

A knock sounded on the door. That would be Sister Carlos coming to relieve her. As she opened the door and admitted the Sister, the class with one accord arose to greet the visitor. "Good afternoon, Sister." Childish, treble voices piped out the greeting. Sister Tibertia heard a voice that sounded like her own, only far, far away, saying: "Boys and girls, Sister Carlos will take care of you for a few moments while I'm gone. Continue working at your problems." Looking braver than she felt, she thought she made a dignified exit. Her knees were rubbery!

Once out in the early spring air she inhaled with deliberate gusto. She would fill her lungs with the pungent stuff; it invigorated her and she certainly needed something to inflate her drooping spirits. Not a very long walk from school to convent. She would enter the parlor as erect as she possibly could. It would be better to impress Mother now while

(Continued on page 53A)

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Sister Tibertia

(Continued from page 52A)

she saw her at close range. She was still light on her feet and she could pick a pin off the floor without buckling under the strain of calcified joints.

How strange the convent looked as she glanced at it with the knowledge that she might leave it forever. Odd how some things are taken for granted. She had walked this street hundreds of times, she knew every tree and bush that bordered the walk. It had never dawned upon her that she would one day leave these familiar surroundings and no longer be a part of the hustle and bustle of a workaday world. Maybe other people would miss her too. No, she would be the one who would feel it the most. Old people feel things like that. They have only their memories.

The door squeaked a little as she opened it. Inside the convent all was still. It was just a building now. She headed for the convent office. The door was closed; she tapped three slow knocks. As she listened for the signal she could hear her heart beat a crisp staccato against her starched linen. The hollow feeling in the pit of her stomach made her recall her younger days when she waited expectantly for something important to happen. She heard the slow, distinct footsteps of Mother Myles coming to open the door.

The Interview

Tall Mother Myles opened the door and smilingly drew Sister Tibertia into the room. "Praised be Jesus Christ! Good morning, Sister Tibertia, and how have you been keeping up?"

Here it was, the beginning of the end. Her health first. "Just fine, thank you, Mother." Sister Tibertia heard herself saying, "I manage quite well for my age."

"Does teaching weary you? Can you teach day after day without too much drain on your physical resources?" Mother Myles scrutinized Sister Tibertia. Sister Tibertia hesitated. She would state the facts and that was all:

"Mother, God has blessed me with a strong physical constitution. Thus far I have labored to the best of my ability and have not succumbed to old-age infirmities. I have clear possession of all my faculties and no organic disorders to hinder me from laboring a few more years in His service." There it was out. Let her superior do with her as she pleased. She would submit to her judgment.

(Concluded on page 54A)



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Sister Tibertia

(Concluded from page 53A)

Mother Myles sat behind the desk. In her hands she held a long white business envelope that had already been opened. She looked at Sister Tibertia, then at the letter. What could it mean? Sister Tibertia felt herself staring at the letter. She sensed somehow that her fate depended on that letter. It could be no bearer of family news. She was the last in her immediate relationship. Her gaze shifted from the letter to the face of Mother Myles. It was inscrutable.

The Purpose Revealed

Mother Myles began, oh, so deliberately, "Sister Tibertia, a few days ago I received a letter from a national organization that sponsored a nation-wide contest. It was with great surprise and real happiness that I learned of your name having been submitted. Among the thousands and thousands of entries you were judged the winner. Listen, Sister, you have been awarded the title of The Best Teacher in the Land."

Mother Myles paused, then went on. "A great honor has been bestowed upon you and our Order. I am very happy for your sake." Mother rose from her chair.

Sister Tibertia could hardly believe her ears. Honors at her age? It was preposterous. There must be some mistake. "You're, you're sure I'm the right Sister Tibertia?" Her voice quivered.

"There can be no doubt about it. Your name was submitted by Anita Cummings."

The Lord be praised. What had gotten into the child? But what was Mother saying?

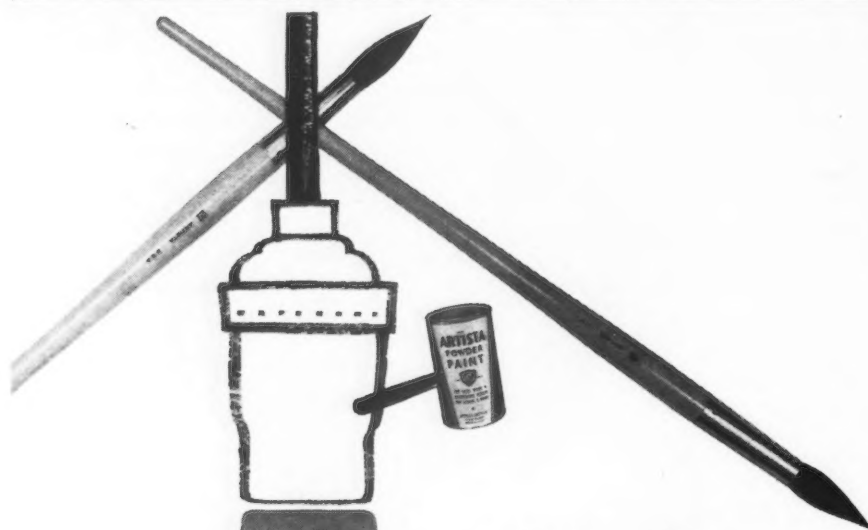
"The Order cannot overlook this honor; besides repoicing with you at this time, I take this opportunity to wish you health and God's blessing for many years to come! I am sure that the Best Teacher in the Land will want to continue in her capacity as teacher." Mother Myles dipped her fingers in the holy-water font and slowly, oh so slowly, traced the Sign of the Cross on the forehead of Sister Tibertia. Gently, she drew the kindly face toward her and kissed her on both cheeks.

The Parish School: A Mid-Century Retrospect

Rev. Henry J. Browne*

ANY retrospect of the fifty years so close behind us must be an impressionistic one. It is difficult to look at the record before it has been completely brought together and any evaluation must wait on the passage of time to affirm, deny, or adjust it.

When the parish school department joined with the seminary and college groups in forming the N.C.E.A. in 1904 it, of course, represented the greatest number of students and teachers. The parochial school had by the turn of the century become respectably accepted. By that time as a result of the legislation of the Third Plenary Council of Baltimore it had been in the process of development for almost a century. This was so because in the council the American hierarchy had not only expressed its strongest endorsement of the system but had also established standards of organization which were national in their scope. In the 1840's there had been given to the parish school movement the impetus of the refusal of state aid. Yet even by the mid-seventies there were still laity and even clergy who in the face of conciliar and synodal recommendations did not see the Church's place in the providing of secular instruction. Then the internal strife of the last decade of the nineteenth century, in a way, merely transferred the struggle of fifty years earlier to an intramural level since the school



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*The Catholic University of America. An address at the 50th Annual Convention of the N.C.E.A.

(Continued on page 56A)



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The Parish School

(Continued from page 54A)

controversy within the American Church was basically concerned with the merits of a form of Catholic aggregation to the public school system.

A Million in 1904

More than a million Catholic children were enjoying the benefits of parochial schools when the Catholic educators of the United States began their organized activities in the N.C.E.A. The teaching Sisters and Brothers were becoming the normal and usual teaching staff replacing the lay people who in many places had pioneered the lower schools. Yet they were very much under the supervision of the local pastors. The extent of Sisterly docility seems even to have extended to the annual meetings where for the first few years they remained merely present but unheard.

Supervisors Arrive

The training of these teachers and the winning of teaching certificates had been the concern of the national conciliar legislation of twenty years earlier and so boards of examiners continued to function even before state approval was so eagerly sought. The teachers were usually overworked—with classes running to sixty and seventy pupils—and in the early decades of the century they began to be supervised not only by pastors, the traditional overseers, but also by community inspectors and the diocesan superintendents. In the past half century, it would seem, there have never been enough teachers for the demands made by the faithful on the parochial schools.

The Catholic elementary schools' physical facilities during the first three decades of the century were hardly the attractive modern units of today. Many continued as in the nineteenth century to be born in church basements and later very commonly the school buildings themselves housed the church until a place of worship would be raised. They were often piled in close proximity to other buildings and playground space was neglected. The experts, who were the experienced even if not yet trained pedagogues of the superintendents' offices, were after all regarded by many pastors as mere messenger boys of the bishop or figureheads.

Standardization

Nonetheless, standardization and unification in the parish school system were inevitable in a half century marked by great strides in organization within all phases of the

(Continued on page 59A)

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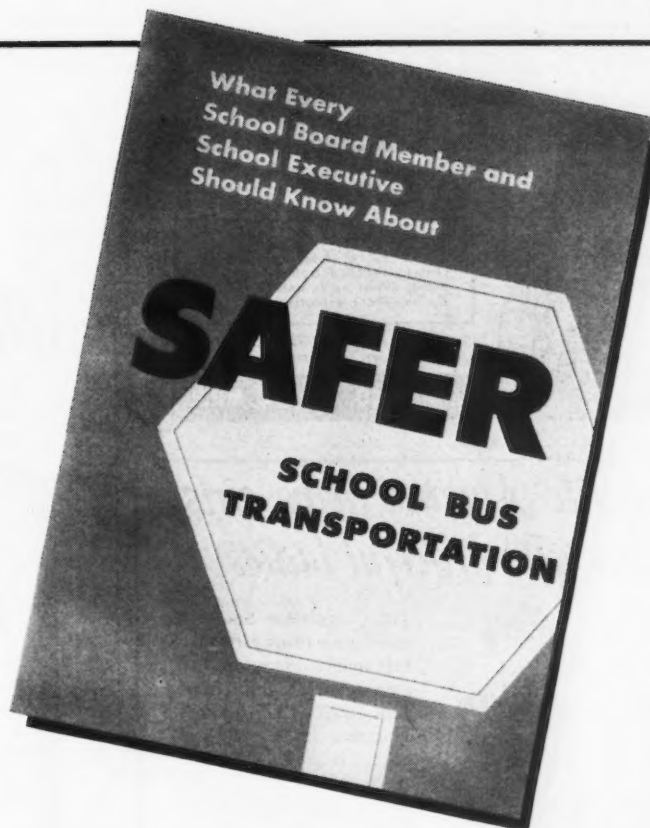
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Tubular Welded
Rubber Foot Caps
Won't Slide
All-Steel
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Seat Corners
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Collapse
Noiseless
Posture Back
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This Ionia Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

Again Available!

Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.



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Snowwhite Apparel helps girls grow into graceful ladies



Their regulation Snowwhite attire gives many girls their first opportunity to dress on a new and delightful level with other girls. How they appreciate it — and how helpful it is to you in their development.

Parents are quick to appreciate the savings and other benefits gained when their daughters can dress so well and so economically.

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GYM SUITS
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"SERVING THE PAROCHIAL EDUCATION FIELD SINCE 1924"

For Low Cost Automatic Classroom Timing —



Montgomery PROGRAM TIMERS

No need to interrupt
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Write today for complete details, or ask your School Supplies Distributor.

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The Parish School

(Continued from page 56A)

life of the Church in the United States. Diocesan-wide courses of study and even adoption of textbooks were not uncommon before World War I. In other places schoolbook salesmen very early became a part of the principal's daily life. The expansion of studies into the high school area in the first ten years of the 1900's helped to push the central high school movement for it was felt the integrity of the parish elementary and grammar school should be preserved in its eight- or nine-year unity. Yet the subjects advocated for study began early to go beyond the three R's to include natural science, art, and music and for a while the supposedly ever useful commercial subjects.

Integration With Religion

Curriculum was always and is a concern. Father Peter Yorke of San Francisco seems to have started something almost forty years ago when he advocated that religion should permeate the teaching of all other subjects. The work of Doctors Thomas E. Shields and Edward Pace of the Catholic University of America in applying new methods to the new demands of education for living in the twentieth century brought to a head this basic consideration. The curriculum for Christian social living which for almost a decade and a half has exercised such an important influence in the parochial schools was one of the fruits of such early sowing.

Throughout the half century which has been marked by nationally organized and mutually helpful thinking on the problems of Catholic elementary education the ultimate aims of the parish school have remained constant. This educating of citizens for two worlds has been expressed time and time again and in many different ways especially at these annual gatherings by prelates, priests, Brothers, Sisters, and laymen.

Varied Thinking

The position of the Catholic parish school in American society, on the other hand, has been more in flux. It has not existed in a vacuum, it has felt such forces as depressions, shortage of building materials, the press of population changes, alike with all schools. In one aspect, it would seem, the parish school has varied, namely, in its relationship with the public school. Parochial school leaders have ranged in the expression of their sentiments from an attitude of sorrow for the benighted secularistic condition of the public schools to one of warm co-operation with them. In terms of their own institutions Cath-

(Concluded on page 66A)

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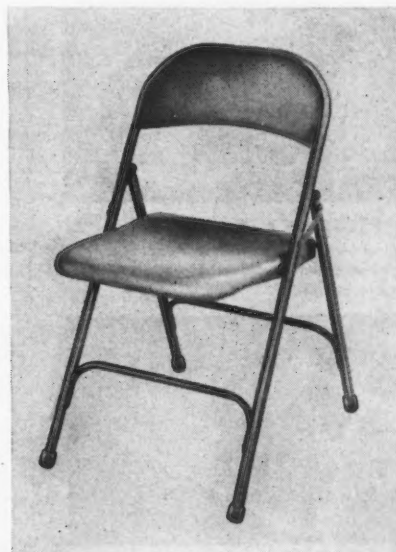
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NEW LOW-COST SAMSONITE ALL STEEL FOLDING CHAIR. Strong enough to stand on! Electrically welded, double cross-braced for added strength. Bonderized finish—like your automobile—to resist damage from rain and dampness. It's the popular priced Model #2600.



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Also makers of famous Samsonite Luggage and Card Tables and Chairs for the home

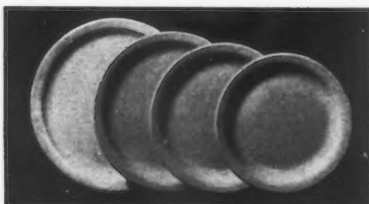
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Top quality economy dinnerware. Sturdy, durable Melamine plastic. Light in weight; easy to handle.



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WRITE FOR SAMPLE

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international molded plastics, inc.

Dept. CSJ354 • Cleveland 9, Ohio

NEW SUPPLIES AND EQUIPMENT

New Chalk for Colored Chalkboards

The Weber Costello Co., Chicago Heights, Ill., has announced a new sight-saving chalk named Polychromatic Alphasite, designed for use on modern colored chalkboards as well as on the conventional blackboard. The new chalk provides a pleasant, restful contrast to modern green chalkboards and is ideal for prolonged chalkboard work.

The new chalk can best be described as golden ivory in color. It is a polychromatic color (made up of several color components) and the resulting color brings the markings into the same focal plane as modern green chalkboards. The Alphasite chalk marks, therefore, require the least accommodative effort or eye adjustment even in prolonged study of the chalkboard.

Polychromatic Alphasite is manufactured in conventional size sticks and in extra large triple-size sticks. The regular size sticks are featured in the Alphasite ¼-Pak, a gross box containing four 36-stick boxes. Large Alphasite is packaged in 12-stick boxes.

Samples and further information will be sent upon request to: *Weber Costello Company, Section C.S.J., Chicago Heights, Ill.*

(For Convenience Circle Index Code 028)

Cavalier Luminaire New in Light Field

The F. W. Wakefield Brass Company, Vermilion, Ohio, announces the production and shipment of the new Cavalier lighting unit. The Cavalier features full length luminous side panels with no opaque metal framing. Side panels are supported internally by a steel frame.

The entire unit provide low surface brightness above the specified 45-degree shielding angle. To give uniform low brightness over the entire luminaire a low brightness finish is used on louvers, side reflectors, and channels. The unit is available in either 4- or 8-foot lengths equipped with rapid or instant start lamps.

Mechanical features include an adjustable ceiling strap which adjusts for either out-of-line or in-line error in location of mounting points; a hook-on stem assembly for speed and ease of mounting the unit; and a sliding stem plate within the channel which can be moved from end to end of the unit to provide mounting in any desirable point.

The Cavalier may be mounted on-surface, on five-inch stem and canopies, on twenty-inch stem and canopies, or for individual mounting on a twin stem canopy assembly. Louvers are lowered by means of press buttons and are supported by safety chains when lowered.

(Continued on page 62A)

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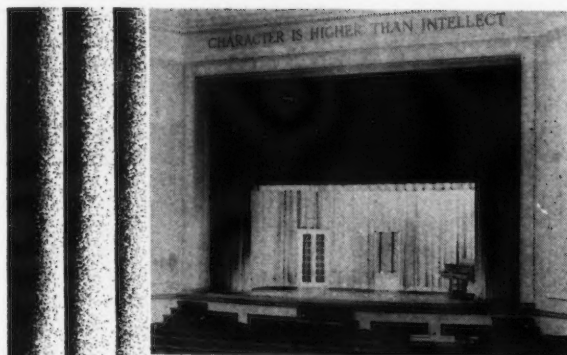
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MODEL S124

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Intercommunication System

2-Way Communication and Program Facilities

- For up to 48 classrooms
- Emergency "All-Call" feature
- Volume level indicator
- Remote microphone operation
- Facilities for external radio and/or phonograph

This compact system is designed for use where ideal low-cost two-way communication facilities are desired for the supervision of all school activities. Has facilities for up to 24 classrooms (with optional "add-on" base for a total of 48 rooms). Includes valuable "All-Call" feature. Announcements, speeches and other voice transmission can be made by microphone to any or all room speakers, as desired. Speech origination from any room to the central cabinet is also possible.

For added usefulness, the S124 System has provision for connecting external radio and/or phonograph, permitting the distribution of radio or recorded programs to room speakers, as desired. Completely housed in compact, attractive all-steel blue-gray cabinet suitable for table or desk installation. Write for complete description covering this sensibly-priced, quality-designed-and-built School System.

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Dept. C-J-54



THE AMERICAN CRAYON COMPANY
SANDUSKY OHIO NEW YORK

New Supplies

(Continued from page 60A)

For further information write: *The F. W. Wakefield Brass Co., Section C.S.J., Vermilion, Ohio.*

(For Convenience Circle Index Code 029)



ELECTRIC-AIRE DRYER

New "C" Model Hand Dryer

The Electric-Aire Engineering Corp., Chicago, has announced introduction of a new, high quality Electric Hand Dryer for installation in public washrooms, that is faster drying, more economical and dependable.

The new "C" model hand dryer has 12 improvements and engineering advancements among which are: increased air velocity and volume; permanent type air filter; touch action starter bar; new type revolving air baffle with non-breakable baffle guards; electric lighted instructions for efficient drying; new vandal proof construction; aerodynamic engineering and attractive modern design.

Modern engineering and improved manufacturing techniques permit mass production of this new "C" model at a surprisingly low cost.

For further information write: *Electric-Aire Engineering Corp., Section C.S.J., 209 W. Jackson Blvd., Chicago 6, Ill.*

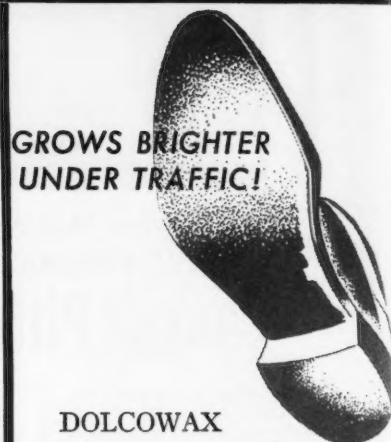
(For Convenience Circle Index Code 030)

Voit Improves Line Of Athletic Balls

Through improvements in construction methods and materials the new line of Voit rubber-covered athletic balls eliminate uneven wear, offer the longest-wearing cover ever employed, and retain their official specifications for life. Utilizing all major advancements in the manufacture of rubber-covered athletic goods the W. J. Voit Rubber Corp., Los Angeles, hits a new high in economy and longevity, two items of utmost importance to the schools and colleges of the nation.

(Continued on page 64A)

DOLCOWAX for BEAUTIFUL FLOORS



**GROWS BRIGHTER
UNDER TRAFFIC!**

DOLCOWAX

is a premium-quality floor wax for general use, sold with the guarantee that, regardless of price, *no competing floor emulsion wax will outwear it!* Easily applied, DOLCOWAX leaves a beautiful, lustrous film, hard and durable, which actually *improves* in lustre under foot traffic.

DOLGE has a floor finish for *every* specific purpose. If you have a special floor maintenance problem, your Dolge Service Man will gladly demonstrate the *correct* finish. No obligations, or course.

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OF YOUR PREMISES
SEE YOUR DOLGE SERVICE MAN

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GRANDSTANDS and BLEACHERS



Snyder Steel Stands are designed, engineered and constructed to insure safe seating so, when planning any installation regardless of size, specify Snyder Steel Stands. Estimate or help in planning available to you at any time without obligation.

For further information write

- portable
- sectional
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- outdoor

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"Modernfold" doors turn a "dead" corridor into a "live" classroom

Here's how Yale High School, Yale, Michigan, found a way to turn waste corridor space into usable classroom space—and make every dollar count on a slim building budget. The area shown contains two small classrooms and a dividing corridor during the day when the large "Modernfold" doors are closed. Open, the same area becomes one large classroom—big enough to hold large evening adult education classes. Without this arrangement it would have been impossible to conduct these classes.

"Modernfold" doors...

give extra years of trouble-free service

"Modernfold" quality engineering puts *extra* steel in the sturdy frame for longer life . . . puts rows of double hinges at every stress point from top to bottom for smooth, even, trouble-free action . . . uses the finest obtainable vinyl fabric to make a covering that hides the track completely when the wall unfolds . . . that stays clean with soap and water. No other folding door on the market can match these quality "long life" features.

Find out how "Modernfold" can give you *extra* usable space in your school building—without costly remodeling. Consult your "Modernfold" distributor (listed under "doors" in your city classified directory. Or mail coupon.

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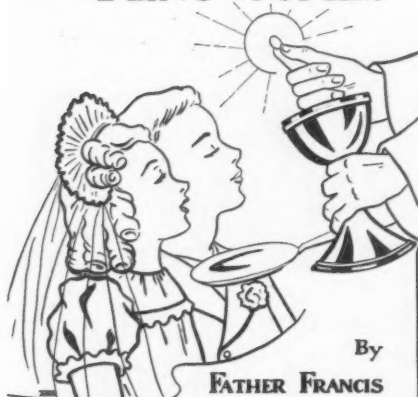
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New Supplies

(Continued from page 62A)

Since core weakness results in many balls wearing unevenly and losing their shape, Voit's researchers have developed Armor Red, a new reinforced fabric of special red rubber which serves as a cushion and insulates against the wearing action of shock and friction. A new mold design, featuring plateau pebbling, gives the ball 49 per cent more surface, another innovation designed for



HAND-APPLIED LAYERS

longer wear. In addition, Voit introduced a new super-butyl bladder capable of holding official playing pressure months longer than previous types, and a Protector-Kote which guards against checking and weathering caused by heat, sun, oxygen, and ozone.

For further information write: *The W. J. Voit Rubber Corp., Section C.S.J., 1600 East 25th St., Los Angeles 11, Calif.*

(For Convenience Circle Index Code 031)

Style, Comfort Value in '445'

A completely new, movable high-school student desk, their No. 445, was announced by American Seating Company, Grand Rapids, Mich., at the recent convention of the AASA. This new desk, featuring modern styling, great student comfort and functional value, provides a complete height range for students in grades 7 through 12, eliminating need for several desk sizes. It is also suitable for college students and adults.

The cradle-form seat, free of restricting ridges, has newly developed, long-line, nylon-bearing swivel, it swings smoothly, silently, providing continuous body support in any position. Offset backbraces give extra hip room, and deep-curved back with self-adjusting lower rail fits each occupant. The new model is acclaimed by its designers as the most comfortable seat in any school desk.

The '445's' pylon-type design conserves classroom space, yet provides ample writing surface and seating comfort. The strong plywood top measuring 16 by 23 inches, is sloped for writing ease and efficiency.

(Continued on page 65A)



1	2	3
HYLOPLATE	STERLING	HYLOPREST
HIGHEST GRADE	HIGHEST GRADE	HIGHEST GRADE
Fully cushioned wood fibre construction	Mineral type, cement-asbestos chalkboard	Tempered hardboard, cushioned writing surface
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John Sexton & Co., Sexton Square, Chicago, Ill.

New Supplies

(Continued from page 64A)



MODEL 445

Easy, visible book-storage space is provided on the large, sturdy, die-formed steel base, which is equipped with rubber-cushioned glides. Metal parts have dipped, baked, alkyd-

urea, beige-enamel finish. Plywood seat, back rails and top are bonded with hot-press urea-resin adhesive and durably lacquered in natural-birch finish. Desktops are also available in plastic surface.

For further information write: *American Seating Company, Section C.S.J., 9th and Broadway, Grand Rapids 2, Mich.*

(For Convenience Circle Index Code 032)

New "Plan-A-Lab" Folder Valuable Planning Aid

A new planning kit which assists chemical laboratories, school research departments, architects, and engineers in planning their modular layout is now available from the Metalab Equipment Co., Hicksville, N. Y.

Illustrated on page 2 is a compactly designed floor showing all types of bases that would layout properly. An explanatory chart is shown on page 3, which states the types of units that are above and below the table tops.

The back page lists and illustrates service symbols and letters. In addition, Metalab's recommendations of color schemes, floor coverings, and illumination are described. Specially designed graph paper is inserted, scaled 1/4 inch to 1 foot. A transparent plastic guide rule and template corresponding to the 1/4 inch to 1 foot scale, with rectangular cutouts representing various base units is also included.

Research directors, chemists, and school de-

partment heads can obtain this Planning Guide by writing on their letterhead to: *Metalab Equipment Corp., Section C.S.J., 224 Duffy Ave., Hicksville, L. I., N. Y.*

(For Convenience Circle Index Code 033)

★ Recommendations for "Underlayments for Asphalt Tile and Vinyl Plastic Asbestos Tile Floors" have been compiled, single copies of which are available without charge from: *The Asphalt Tile Institute, Section C.S.J., 101 Park Ave., New York 17, N. Y.*

(For Convenience Circle Index Code 034)

Catholic Children's Book Club 147 East Fifth St., St. Paul 1, Minn.

SELECTIONS FOR MARCH, 1954

Picture Book Group — P

Cocoa, by Margaret G. Otto, Holt, \$2.

Intermediate Group — A

Babe Ruth, by Guernsey Van Riper, Jr., Bobbs-Merrill, \$1.75

Older Boys — B

The Adventures of Ramon of Bolivia, by Albert J. Nevins, Dodd, Mead, \$2.75.

Older Girls — C

Home Is Where the Heart Is, by Mildred Mastin Pace, Whittlesey, \$2.50.

Knowledge Builders — D

Animals Under the Rainbow, by Aloysius Roche, Sheed, \$3.



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The Parish School

(Concluded from page 59A)

olic educators have thought of the parochial school as the long-suffering unsupported stepchild to whom state aid was denied and then again have felt the urge of independently refusing the state's mess of pottage, and finally seem to have come to a position which seeks the justice of aid given directly to the child citizen.

We Have Progressed

As the enrollment of the parish schools pushes toward the three million mark we may think of the past fifty years—even apart from considerations of the perfecting of organization and the raising of standards which have taken place—as a period of great progress. When we do reflect on this fact we may well recall the words of James Cardinal Gibbons addressed to this association thirty-seven years ago. They are as much a challenge as a consolation, for he said:

"The progress and prosperity of the Catholic religion in the United States is to be estimated, not only by the numbers of its adherents, and of its churches, but still more by the growth and improvements of our parish schools. That is, to my mind, the best test of progress."

Beware of Frauds

Again we remind our readers that the CATHOLIC SCHOOL JOURNAL has no traveling subscription agents. Every year a few Sisters give their subscriptions to fraudulent agents who pocket the money.

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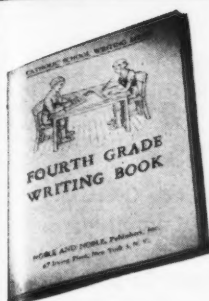
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